

Theoretical Basis, Characteristics, Practical Bottlenecks and Paths of Curriculum Ideological and Political Education in the Major of Chinese Language and Literature

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Abstract: Curriculum Ideological and Political Education is a strategic measure for Chinese higher education to fulfill the fundamental task of fostering virtue through education. In the major of Chinese Language and Literature, Curriculum Ideological and Political Education has an inherent theoretical coupling with the tradition of Chinese language and literature, and possesses advantages such as systematization, in-depth integration, progressive development, and closed-loop operation. However, in practice, it faces bottlenecks including insufficient integration and internalization of Curriculum Ideological and Political elements. Based on this, taking the core professional course *A History of Ancient Chinese Literature* as a typical case, this paper implements teaching reforms to integrate Curriculum Ideological and Political Education into the entire process of classroom teaching: constructing teaching content where ideological and political points correspond to knowledge points, optimizing teaching methods using digital and intelligent technologies, reforming the process of integrating Curriculum Ideological and Political Education into classroom teaching with the BOPPPS (Bridge-in, Objectives, Pre-assessment, Participatory Learning, Post-assessment, Summary) teaching model, and establishing an evaluation system. This study contributes a professional construction plan for the major of Chinese Language and Literature to promote the accurate, intelligent, scientific, and sustainable integration of Curriculum Ideological and Political Education into the whole process of classroom teaching.

Keywords: Curriculum Ideological and Political Education; Chinese Language and Literature Major; BOPPPS Teaching Model; Teaching Reform

1. Introduction

The concept of "curriculum ideological and political education", as a strategic measure of the fundamental task of moral education and talent cultivation in China's higher education, was put forward from the profound exploration of collaborative education between professional courses and ideological and political education. Since the Ministry of Education issued the guiding outline of Ideological and political construction in Colleges and universities in 2020 ^[1], colleges and universities have been realizing the two-way empowerment of Ideological and political education and teaching reform by innovating teaching modes and expanding construction paths, and the awareness of Integrating Ideological and political elements into classroom teaching has been significantly improved. For example, liberal arts courses cultivate students' cultural confidence through the appreciation of classic works ^[2, 3]; Science and engineering use visualization technology to integrate ideological and political elements ^[4]; The theory course pays attention to the integration of Marxist theory and socialist core values; Practice courses enhance students' sense of social responsibility through experiential teaching ^[5], forming a good situation of multidisciplinary collaborative education.

However, the overall implementation effect still faces many challenges. The main problems are as follows: first, most of the existing studies focus on the mining of Ideological and political elements contained in specific courses, lack of systematic design based on knowledge systems and students' cognitive laws, and have not yet formed a complete ideological and political resource system; Second, the research focuses on the strategy of Ideological and political integration before, during and after class. The research on the integration of digital and intelligent technologies and teaching mode innovation is

insufficient, and the clarity of the practice path needs to be improved; Third, the research on the deep connection between liberal arts curriculum and ideological and political education is not deep enough, and the implementation path of curriculum ideological and political education is not fully combined with liberal arts theory. In view of this, this paper starts from the theoretical basis and characteristics of Curriculum Ideological and Political Education in the Chinese Language and Literature major, analyzes implementation bottlenecks, and proposes reform plans using *A History of Ancient Chinese Literature* as a case study.

2. Basic Exploration: Theoretical Basis and Characteristics of Whole-Process Integrated Curriculum Ideological and Political Education in the Major of Chinese Language and Literature

2.1 Theoretical Coupling between the Tradition of Chinese Language and Literature and Curriculum Ideological and Political Education

Chinese Language and Literature has a millennia-old tradition of "conveying Dao through words". Its core values—cultivating morality, facilitating ideological expression, and contributing to society—are inherently aligned with Curriculum Ideological and Political Education. This alignment stems from the discipline's essential mission: emphasizing humanistic spirit, advocating literature as a carrier of correct ideas, and promoting cultural enlightenment. In teaching practice, interpreting classics, organizing literary history, and conducting writing training create educational scenarios that synergize with ideological and political goals, while integrating linguistic aesthetics, cultural inheritance, and value guidance further strengthens this connection.

This close connection makes professional classrooms an ideal platform for implicit ideological and political education. For instance, linguistics courses focus on establishing the connection between language and values; comparative literature courses study literary works from different cultures to help students enhance cultural confidence and establish a sense of a community with a shared future for mankind. This integration is not a rigid implantation of values, but a natural infiltration like salt dissolving in water, which subtly guides students' spiritual growth while interpreting classic texts. This multi-dimensional educational practice not only reflects the unique advantages of Chinese Language and Literature in carrying out Curriculum Ideological and Political Education, responds to the requirement of innovating classroom teaching models in the Guidelines for the Construction of Curriculum Ideological and Political Education in Colleges and Universities, but also forms an educational model that integrates value shaping, ability cultivation, and knowledge imparting in discipline teaching.

2.2 Characteristics of Curriculum Ideological and Political Education in Chinese Language and Literature

Relying on its disciplinary advantages, the major of Chinese Language and Literature has built a system for integrating Curriculum Ideological and Political Education into the entire teaching process, which has four core characteristics when summarized:

First, "integration into all courses". The major takes "historical development clues — characteristics of different literary genres — spiritual qualities of writers" as the core framework, connecting the paths of conveying values across different learning stages and courses. On the one hand, it sorts out the development process of Chinese literature along the timeline; on the other hand, it connects the core spirits of various eras, enabling the fine elements of traditional culture to be deeply integrated with contemporary values, and ultimately forming an all-round network for cultivating students' correct values.

Second, "in-depth integration of professional knowledge and education". The major inherits the old tradition of "the unity of literary expression and ideological principles". When analyzing literary works, it not only teaches professional knowledge such as the use of language and the structure of stories, but also thoroughly explores the historical context, humanistic spirit, and conveyed values behind the works. This integrates knowledge teaching and correct value guidance into a whole, achieving an educational effect of "1+1 > 2".

Third, "phased and progressive cultivation". The major has designed a spiral cultivation chain of "laying a foundation — improving abilities — expanding thinking": first, it enables students to read classic literary works to solidify the foundation of cultural cognition and value cognition; then, it improves students' humanistic literacy and innovative abilities through literary appreciation and creative practice; finally, it guides students to master critical reading, conduct more thinking and debates, helping

them develop dialectical thinking and a sense of social responsibility, and gradually establish a three-dimensional values that integrates "personal values — concern for society — national ideals".

Fourth, "strict and effective closed-loop evaluation". The major has established a three-dimensional dynamic evaluation system of "process evaluation + result evaluation + progress evaluation". By observing students' performance in in-class thinking and debates, checking their flexible application of knowledge, and tracking and recording their growth process, it uses data to measure the depth of students' understanding of literary spirit and their ability to transform the learned values into their own ideas. This forms a closed loop of "in-class teaching — effect feedback — improvement and optimization", ensuring the sustained effectiveness of the educational function of Curriculum Ideological and Political Education.

This systematic, in-depth, phased, and closed-loop Curriculum Ideological and Political Education model fully exerts the disciplinary advantages of the major of Chinese Language and Literature, and also makes this major a typical example of implementing the concept of "full-staff, whole-process, and all-round education".

3. Current Situation Evaluation: Existing Paths and Practical Bottlenecks of Curriculum Ideological and Political Education Implementation in the Major of Chinese Language and Literature

3.1 Existing Paths of Curriculum Ideological and Political Education Implementation in the Major of Chinese Language and Literature

Based on case studies of Curriculum Ideological and Political Education and surveys on teaching practice, the existing paths of Curriculum Ideological and Political Education in the major of Chinese Language and Literature have formed an implementation framework of "element exploration — element integration — effect evaluation", and have demonstrated unique disciplinary advantages in practice. The major focuses on two core directions: on the one hand, it systematically extracts the ideological concepts, moral norms, and value orientations contained in the classic texts and cultural carriers covered by professional courses, and establishes the corresponding connection between ideological and political elements and professional knowledge^[6]; on the other hand, in line with the needs of the times, it extracts the connotation of advanced socialist culture with Chinese characteristics from current political materials and social issues, and organically connects mainstream values with professional teaching content, helping students build a cognitive system that combines disciplinary perspective and contemporary awareness^[3]. At the level of element integration, the major innovates teaching methods by adopting situational teaching, case teaching, and online-offline blended teaching. For example, it uses VR technology to restore ancient literary scenes, enabling students to perceive cultural connotations through immersive experience; it also builds a diversified curriculum system, such as carrying out interdisciplinary teaching by collaborating with disciplines like philosophy and history to expand the depth and breadth of courses. At the level of effect evaluation, the major has constructed multiple evaluation indicators^[7], incorporating students' in-class performance, homework completion, and participation in practical activities into the assessment scope; at the same time, it strengthens process evaluation, tracks students' learning progress through online learning platforms, and adjusts teaching strategies in a timely manner^[8].

3.2 Practical Bottlenecks of Curriculum Ideological and Political Education Implementation in the Major of Chinese Language and Literature

Although the major of Chinese Language and Literature has shown obvious characteristics in Curriculum Ideological and Political Education, it still faces many in-depth difficulties in promoting it comprehensively and in-depth:

First, the interpretation of ideological and political content "emphasizes breadth over depth". For example, although *A History of Modern Chinese Literature* covers red resources in a century of literature, in actual teaching, many teachers pay more attention to knowledge explanation while neglecting value guidance, and even only integrate ideological and political elements superficially without deeply exploring their connotation and value^[9], resulting in superficial and shallow explanation of ideological and political content.

Second, the integration of ideological and political elements "emphasizes form over connection". In some courses such as Foreign Literature, teachers may only mechanically emphasize the author's patriotic

feelings or moral stance ^[2], but fail to explore the internal connection between the text content and contemporary values, leading to the separation and inability to integrate of ideological and political content and literary analysis ^[10]. This fragmented integration not only reduces the ideological depth of the course, but also makes it difficult for students to have an emotional resonance with ideological and political elements.

Third, the stage of ideological and political teaching "emphasizes fragmentation over connection". Currently, Curriculum Ideological and Political Education faces the dual problem of poor connection between different semesters in college and between different levels of content within a course. For example, in terms of inter-semester connection, due to different textbook versions and inconsistent teaching objectives, the education of "national identity" and "professional ethics" is disconnected; in the course Foreign Literature, the lower grades focus on sorting out the history of literature, while the higher grades suddenly introduce professional ethics without a gradual transition ^[3].

Fourth, the evaluation system "emphasizes process over actual effect". Most courses use superficial indicators such as the frequency of using ideological and political cases and students' in-class participation to replace the evaluation of the actual effect of value shaping. They over-rely on process materials and lack comprehensive and objective scientific evaluation standards, making it difficult to accurately judge the true effectiveness of Curriculum Ideological and Political Education ^[11] and unable to reflect students' real ideological and political level and moral quality. Thus, urgent improvement is needed.

The core of these problems lies in the fact that although Curriculum Ideological and Political Education has been integrated into the teaching process, it has not been truly internalized in students' minds. To put it simply, ideological and political content has indeed been added to the classroom, but students have not truly understood it, accepted it from the bottom of their hearts, or transformed it into their own cognition and ideas.

To solve this problem, it is necessary to find solutions based on the fundamentals of the discipline. First, it is essential to deeply explore the in-depth connotation of "the integration of literature and morality", accurately identify the ideological and political elements that can be integrated into teaching, and naturally integrate these elements into practical teaching scenarios, while evaluating the integration effect from multiple dimensions. It is necessary to promote Curriculum Ideological and Political Education from a model of "simple superposition of ideological and political content and professional courses" to a state where "ideological and political concepts are truly integrated into students' hearts", and ultimately realize the close integration of professional knowledge imparting, core ability cultivation, and correct value guidance.

4. Case Reform: Paths for Integrating Curriculum Ideological and Political Education into the Entire Process of Classroom Teaching of *A History of Ancient Chinese Literature*

4.1 Developing Teaching Content with Corresponding Knowledge Points and Ideological-Political Points

We first clarify the dual core goals of value shaping and competence development, and establish a collaborative cultivation system for professional literacy and ideological-political literacy. On this basis, we advance the "Four Integrations"—integration of disciplines (connecting literature, history, and philosophy), integration of time and space (facilitating dialogue between history and reality), integration of domestic and international perspectives (fostering cross-cultural cognition), and integration of knowledge and practice (combining theory with practice). We deeply explore ideological-political elements such as the people-centered concept and moral spirit contained in classic texts, and innovate the blended teaching paradigm. The teaching and research team collaboratively completes the entire process from extracting ideological-political elements to constructing a value system. With the context of cultural spirit as a thread to connect textual resources, we build a three-dimensional map database featuring "element-node-chain-network". This map database reconstructs the logic of course content, helps students grasp the context of cultural gene inheritance, avoids knowledge fragmentation, and provides support for the implementation of Curriculum Ideological and Political Education.

4.2 Empowering the Integration of Curriculum Ideological and Political Education into Teaching Methods with Digital-Intelligent Technologies

We integrate virtual reality (VR), artificial intelligence (AI), and big data technologies to drive the innovation of Curriculum Ideological and Political Education around three core goals: "situation reconstruction", "teacher-student interaction", and "effective evaluation". We use VR technology to restore typical literary scenes and build an immersive learning space, so as to promote students' embodied experience of historical contexts and their identification with values. We rely on platforms such as Chaoxing Learning Tong and Rain Classroom to set up discussion topics, capture students' ideological trends through interactive forms like bullet comments and reviews, and strengthen value guidance. We also utilize the data statistics function of these platforms to record and analyze the learning process. Combined with the "Curriculum Ideological and Political Goal Achievement Model", we generate a three-stage evaluation report covering "knowledge understanding-emotional identification-behavioral transformation". Meanwhile, we use text mining technology to assess the degree of value internalization, thereby enhancing the scientificity of evaluation.

4.3 Optimizing the "BOPPPS + Curriculum Ideological and Political Education" Classroom Teaching Model

We develop a BOPPPS teaching model, where "Bridge-in (B) introduces ideological-political elements, Objectives (O) clarifies ideological-political goals, Pre-assessment (P) reflects ideological-political awareness, Participatory Learning (P) discusses ideological-political content, Post-assessment (P) verifies ideological-political outcomes, and Summary (S) enhances ideological-political influence". This model generally adheres to the principles of "integrating ideological-political elements into all links, analyzing ideological-political content at multiple levels, and promoting ideological-political education in diverse scenarios". In specific links, differentiated integration methods—such as comprehensive distribution, multi-point distribution, and focus concentration of ideological-political "elements-points-chains"—are flexibly adopted according to the characteristics of teaching content, ensuring the in-depth integration of ideological-political education and professional teaching. In the Bridge-in link, we use VR technology to create an immersive value scenario matching the course content, and rely on the interpretation of cultural scenes or spiritual symbols in ancient literary classics to naturally introduce ideological-political themes like patriotism and the people-centered thought, activating students' interest in knowledge while initiating value guidance. In the Objectives explanation stage, we release course objectives through digital-intelligent platforms such as Chaoxing Learning Tong, transform the spiritual connotation embodied in literary works into a three-dimensional objective system of "ideal and belief cultivation-character shaping-professional competence improvement", and open the platform's interactive function to collect students' feedback and adjust the focus of objectives, ensuring that value objectives and knowledge objectives resonate in the same frequency. In the Pre-assessment link, we design preview assessment tasks with Rain Classroom, covering both knowledge-based questions and ideological-political cognition questions, and master students' basic levels through platform data statistics to provide a basis for subsequent targeted teaching. In Participatory Learning, we adopt an online-offline blended model: online, we guide students to analyze the ideological-political connotation of texts in the discussion area of Learning Tong; offline, we organize activities such as role-playing and situational debates to achieve in-depth integration of rational cognition and perceptual experience. In the Post-assessment link, we design reflective tasks related to the needs of the times; students submit reports through Learning Tong and participate in mutual evaluation, and teachers analyze the effect of students' value internalization based on these materials. In the Summary and Enhancement stage, we comprehensively use forms such as in-class sharing and online exhibition board production to guide students to sort out knowledge and ideological-political insights, and adjust the summary form according to the characteristics of different course stages to strengthen the long-term internalization of ideological-political connotation.

4.4 Establishing a Three-Dimensional Evaluation System

To systematically assess the effectiveness of Curriculum Ideological and Political Education reform, this study constructs a three-dimensional evaluation system of "data-driven, hierarchical classification, and continuous improvement" based on the Outcomes-Based Education (OBE) concept. We rely on platforms such as Chaoxing Learning Tong and Rain Classroom to collect dynamic feedback data from all links of "BOPPPS + Curriculum Ideological and Political Education", and use the CIPP evaluation model (Context, Input, Process, Product) to conduct process diagnosis, focusing on the achievement of

Curriculum Ideological and Political goals, the adaptability of digital-intelligent technologies, and the trajectory of value internalization. Meanwhile, we establish a "three-stage evaluation index" covering knowledge understanding, skill application, and value identification, and develop supporting differentiated evaluation strategies such as the "comprehensive penetration method" (for the study of classic literary works) and the "focus concentration method" (for thematic seminars). Through three supporting mechanisms—the dynamic update of "knowledge-value" map database resources, the iterative optimization of digital-intelligent technology tools, and the flexible adaptation of teaching models—we build a dynamic closed loop of "implementation-feedback-evaluation-improvement-re-implementation". This promotes the transformation of Curriculum Ideological and Political Education from an experience-based paradigm to an evidence-based paradigm, forms a long-term development model with self-evolution capabilities, and provides methodological support for the modern transformation of traditional cultural education.

5. Conclusion

The essence of Curriculum Ideological and Political Education lies in realizing the organic unity of knowledge impartment and value guidance, rather than a simple superposition. In the major of Chinese Language and Literature, this concept is deeply consistent with the tradition of "conveying Dao (fundamental principles) through literature," forming a characteristic implementation path. However, practical bottlenecks such as "comprehensiveness without refinement" and "extensiveness without substance" reveal the disconnect between "integration degree" and "internalization degree." To solve these problems, this paper takes *A History of Ancient Chinese Literature* as a core case to explore the reform paths of Curriculum Ideological and Political Education: constructing a "knowledge-skill-value" map database, integrating digital-intelligent technologies, adopting the BOPPPS blended teaching model, and establishing a data-driven evaluation system. This plan enhances instructional precision through a systematic framework, leverages digital and intelligent technologies to improve teaching effectiveness, strengthens the scientific rigor of instruction via a blended learning model, and ensures the sustainability of practical outcomes through dynamic evaluation. Its innovative practice not only provides support for the reform of the Chinese Language and Literature major but also contributes referable experience to the construction of Curriculum Ideological and Political Education in humanities and social sciences, boasting both theoretical value and practical significance.

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