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Exploration and Integration Path of Educational Elements in Core Courses of Chinese Language and Literature Major from the Perspective of Ideological and Political Education in Curriculum

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Abstract: The construction of a curriculum-based ideological and political education system constitutes a systematic and long-term endeavor, making it particularly significant for Chinese Language and Literature majors to strengthen such integration. Leveraging its profound humanistic heritage, rich textual resources, and strong cultural continuity, this discipline possesses inherent advantages in implementing ideological and political education through core professional courses. Taking representative core courses as the focal point, this study analyzes the discipline’s unique role in cultural preservation, value guidance, and identity formation. On this basis, it proposes actionable strategies, including revitalizing national spirit through in-depth classical text analysis, reinforcing cultural foundations via systematic exploration of linguistic patterns, and cultivating a global perspective through comparative literary dialogue between Chinese and foreign works. Furthermore, the study emphasizes integrating experiential learning, such as practice-based teaching, thematic discussions, and community-oriented cultural activities, to promote the unity of knowledge, emotion, and action. By embedding ideological and political elements into teaching objectives, content design, classroom interaction, and assessment mechanisms, the ultimate goal is to achieve seamless incorporation of value education throughout professional instruction. This facilitates organic synergy between knowledge transmission, skill development, and value orientation, thereby providing practical guidance for nurturing contemporary talents with solid professional competence, cultural depth, and firm patriotic commitment.

Keywords: ideological and political education in curriculum; chinese language and literature; curriculum integration; core courses; cultural heritage; value education; humanistic education

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1. Introduction

The educational framework emphasizes the necessity of fully implementing policies that prioritize fostering virtue and nurturing talents as a core objective. Recent guidelines have highlighted the importance of aligning courses across various disciplines with ideological and political theory to create a cohesive and synergistic educational experience. Within the humanities, the curriculum of Chinese Language and Literature majors is particularly rich in resources that can be utilized for ideological and political education. The challenge lies in scientifically identifying and integrating these elements into the curriculum [1]. This process is not only essential for addressing the current demands of talent cultivation in higher education but also serves as a means for the discipline to reaffirm its educational purpose and showcase its intrinsic value. Furthermore, this endeavor plays a pivotal role in shaping a curriculum model that reflects distinct national characteristics, thereby contributing to the broader goal of advancing higher education systems that are uniquely tailored to local cultural and academic contexts.

2. Connotation Characteristics and Implementation Requirements of Ideological and Political Education in Courses

Curriculum-based ideological and political education represents a cornerstone of contemporary higher education reform. Its core principle is the seamless integration of ideological education into all aspects of course instruction, fostering a harmonious balance between knowledge dissemination, skill cultivation, and value-oriented guidance [2, 3]. This approach is defined by three essential attributes: comprehensive involvement, sustained engagement, and holistic coverage. Educators are tasked with embedding ideals, moral integrity, and cultural confidence into their teaching practices in a natural and unobtrusive manner while delivering professional knowledge [4]. Effective implementation necessitates a balanced combination of implicit and explicit educational strategies, avoiding overly rigid or prescriptive methods while maintaining a clear and purposeful value orientation. Teaching design must delve deeply into the ideological elements inherent in specialized courses, establish well-defined and scientifically grounded objectives, innovate pedagogical approaches, and create effective evaluation frameworks. Furthermore, a student-centered philosophy should be emphasized, employing heuristic and experiential learning techniques to enable students to internalize value cultivation organically during their academic journey. This comprehensive approach ultimately aims to achieve the dual objective of fostering professional expertise alongside the development of strong moral character.

3. Cultural Heritage and Value Guidance Function of Chinese Language and Literature Major

The integration of ideological and political education into the Chinese Language and Literature curriculum plays a pivotal role in fostering students' patriotic sentiments, promoting cultural appreciation, cultivating balanced worldviews and values, nurturing social responsibility, and enhancing overall personal development [5, 6]. As vital carriers of ethnic cognition, language and writing preserve the wisdom accumulated over millennia by Chinese civilization [7]. Each Chinese character encapsulates ancestral knowledge, while every literary work reflects the spirit and ethos of its era. Literature serves as both an exploration of human nature, delving into psychological intricacies, and a discipline that examines spiritual authenticity. Through professional studies, students engage in meaningful dialogues across time with ancient thinkers, uncover life's profound essence through textual analysis, and derive spiritual enrichment from classic works. Compared to other humanities disciplines, Chinese Language and Literature holds a distinctive appeal in awakening collective memory, refining moral character, and shaping aesthetic ideals. Beyond imparting knowledge, it subtly influences students' inner worlds, fostering intellectual and emotional growth. Integrating ideological education into this program is not merely a superficial institutional arrangement or a utilitarian addition to teaching methods—it represents a fundamental return to the essence of education and serves as a catalyst for activating the cultural core embedded within the discipline. Modern higher education demands new generations equipped with deep cultural foundations and elevated humanistic values. By seamlessly combining academic training with value-oriented guidance, Chinese Language and Literature programs cultivate exceptional talents who possess robust academic expertise and steadfast cultural confidence.

4. Types and Dimensions of Educational Elements in Core Courses of Chinese Language and Literature

4.1. National Spirit and Patriotic Sentiment Based on "Literature as a Vehicle for Moral Values"

China's ancient literature and modern and contemporary literature courses encompass a wealth of spiritual resources, with key educational elements including a sense of concern, a spirit of responsibility, and patriotic sentiments. For example, the broad-mindedness expressed in the aspiration to provide shelter and joy to all reflects the

ancient literati's ideal pursuit of benefiting society through their success. Similarly, the spiritual character portrayed in works that emphasize enduring criticism while selflessly serving others exemplifies the profound sense of national responsibility held by modern intellectuals [8]. Characters in literary works often transcend their individual destinies, becoming symbolic representations of the prevailing spirit of their times. The act of self-sacrifice to uphold ideals demonstrates the integrity and moral fortitude of the scholar-official class, while unwavering dedication to serving the nation embodies the loyalty and righteousness of military leaders. Furthermore, contemporary literary figures continue to shine with idealistic brilliance, from revolutionaries who embody resilience and sacrifice to striving youths who reflect the aspirations and challenges of their era [5, 9]. These narratives, spanning different historical periods, provide a rich foundation for fostering students' sense of patriotism and national identity. By engaging with these texts, students are encouraged to internalize values that emphasize collective well-being, moral integrity, and a deep connection to their cultural heritage. This multidimensional approach to literature education not only enhances their understanding of historical and cultural contexts but also inspires them to contribute meaningfully to society, aligning personal growth with broader societal ideals [3, 10].

4.2. Cultural Confidence and Rational Speculation Based on the Concept of "Language as Worldview"

The Chinese language, as part of the ideographic writing system, encapsulates profound philosophical insights and the accumulated wisdom of ancient civilizations. Each character's radical serves as a symbolic representation of unique ethnic cognitive patterns, reflecting the intricate interplay between thought and expression [11]. The language's adaptable grammatical framework underscores a cultural prioritization of semantic fluidity and the pursuit of harmonious communication [12, 13]. Furthermore, the diverse distribution of dialects illustrates the historical trajectory of Chinese civilization, showcasing its ability to maintain unity while embracing diversity. In the context of language standardization, students are encouraged to develop a meticulous approach to academic inquiry, fostering a deeper understanding of the dynamic relationship between linguistic transformation and societal progress. Native language education transcends the boundaries of conventional knowledge dissemination, functioning as a vital mechanism for activating cultural heritage and reinforcing a sense of identity. This process nurtures academic confidence and cultivates a profound appreciation for the interconnectedness of language, culture, and intellectual growth.

4.3. Moral Cultivation and Life Care Based on "Humanistic Literature"

Literature fundamentally delves into the complexities of human nature and explores profound questions about the meaning of life. Courses on foreign literature and literary theory offer students diverse perspectives to analyze the spiritual dimensions of humanity. When students immerse themselves in the intense conflict between fate and free will portrayed in classical works, they are prompted to engage in deep reflections on individual responsibility and ethical considerations within society. Similarly, the intricate interplay of emotional depth and philosophical concepts in renowned literary texts encourages students to explore life's essence through a synthesis of Eastern and Western philosophical insights. The depiction of societal issues, such as the alienation caused by materialism in certain narratives or the tragic circumstances faced by marginalized individuals in others, provides students with valuable frameworks to critically examine social realities and develop a sense of empathy and compassion. Furthermore, the study of literary theory transforms sensory impressions into structured, rational analysis. By investigating the dynamics of character development within specific contexts, students cultivate a more comprehensive understanding of the world and refine their value systems. This intellectual journey ultimately fosters moral growth and self-improvement, equipping students with the tools to navigate complex ethical landscapes [14].

4.4. *Personality Cultivation and Aesthetic Taste Based on the Concept of "Aesthetics as Education"*

Through an in-depth exploration of artistic conception, structural composition, and linguistic styles within Chinese language and literature courses, students develop a profound understanding of the phonetic elegance and expressive nuances inherent in the Chinese language. By engaging with the refined sophistication of the Book of Songs, the majestic splendor of Tang poetry, and the intricate grace of Song ci poetry, learners not only enhance their aesthetic appreciation but also foster moral character. The intrinsic aesthetic attributes of literary works, characterized by their universal resonance and profound subtlety, play a pivotal role in shaping students' refined aesthetic sensibilities. Mastery of various artistic techniques, such as the rhythmic flow of classical poetry, the seamless fluidity of prose, and the intricate depth of character development in novels, contributes to emotional enrichment and personal growth [11]. This holistic approach ensures the harmonious integration of aesthetic education with moral development, ultimately nurturing well-rounded individuals with heightened cultural and ethical awareness [7].

5. Exploration and Integration Path of Educational Elements in Core Courses for Chinese Language and Literature Majors from the Perspective of Ideological and Political Education in Curriculum

5.1. *Deepening the Study of Classic Texts to Activate the Core of National Spirit*

Literary classics serve as vital conduits for transmitting the essence of national spirit, necessitating that educators guide students beyond surface-level interpretations to uncover the deeper ideological and emotional dimensions embedded within these works. In courses focusing on both ancient and modern Chinese literature, a multidimensional teaching strategy combining "close reading, historical reconstruction, and real-world reflection" can transform static literary knowledge into dynamic and meaningful intellectual engagement. Close reading techniques enable students to focus on the intricate linguistic structures, imagery, and rhetorical devices employed by authors, fostering an appreciation for the nuanced expression of their inner experiences and the pressing concerns of their respective eras. By meticulously analyzing words, sentences, and chapters, students can uncover the profound layers of meaning within these texts. Furthermore, situating literary works within their historical contexts allows students to grasp the social conditions, ideological underpinnings, and cultural dynamics that shaped the authors' creative processes. This approach not only deepens their understanding of the texts but also highlights the intrinsic connections between the works and the spirit of their times. Establishing a dialogue between the past and the present further enriches this process, encouraging students to reflect on the contemporary relevance of the values and ideas encapsulated in classic literature. For instance, in teaching "Du Fu's Spring View," educators can guide students to examine how the poet employs spatial imagery displacement to convey profound sorrow and indignation, as illustrated in the contrast between "the nation may fall but the mountains and rivers remain" and "the city in spring is deep with grass and trees." By delving into the patriotic sentiments expressed through lines such as "flowers shedding tears at the sight of the times, and birds startling the heart with regret at parting," students can connect these themes to modern notions of national responsibility, fostering a deeper appreciation for the enduring significance of patriotism. This method avoids rigid, didactic instruction, instead allowing students to internalize values through aesthetic and emotional engagement, thereby cultivating moral integrity and a refined sense of appreciation. Additionally, educators can organize thematic seminars, such as "Cultural Reflections and National Awakening in Selected Works" or "Life Philosophy and Spiritual Transcendence in Classical Poetry," to facilitate comparative analyses of literary figures across different historical periods. Such activities enable students to absorb the essence of traditional culture gradually, fostering a well-

rounded perspective on life and values while nurturing their intellectual and emotional growth [2].

5.2. Understanding the Linguistic Patterns of Perspective to Strengthen the Foundation of National Culture

To cultivate educational elements in Chinese Language and Literature programs, it is essential to bridge abstract linguistic theories with vivid linguistic phenomena. In teaching practice, educators should move beyond mere knowledge transmission and adopt a comprehensive four-dimensional approach: "phenomenon observation---pattern exploration---cultural interpretation---value guidance." Initially, students can be guided to notice linguistic phenomena in daily usage, such as the etymological origins of Chinese characters, ethnic characteristics in grammatical structures, and historical traces of dialect distribution. Building on this foundation, teachers should conduct in-depth analyses of underlying linguistic patterns, helping students understand the scientific rigor and systematic nature of language systems [7]. Furthermore, discussions on linguistic patterns should be elevated to interpretations of core cultural values, enabling students to recognize language as not merely a communication tool but also a manifestation of collective wisdom and cultural heritage [6]. For instance, the teaching of "standardized handling of internet slang" can serve as a practical example. Instructors may select contemporary buzzwords such as "involution," "lying flat," and "emotional breakdown" as case studies. Students can analyze these terms' formation mechanisms and dissemination patterns from phonetic, semantic, and pragmatic perspectives, followed by discussions on their reflection of societal mentality and era-specific characteristics. This approach cultivates students' rational analytical skills and cultural discernment by exploring the dialectical relationship between linguistic norms and innovation. Such instructional design not only enhances students' professional ability to apply linguistic theories to real-world problems but also strengthens their sense of identity and mission toward cultural heritage. Additionally, teachers may introduce a debate topic during classroom discussions titled "How to Maintain the Purity of Chinese Language While Preserving Its Vitality," encouraging students to reflect on their personal responsibilities and societal obligations as language professionals. By fostering critical thinking and cultural awareness, this method ensures that students are equipped to contribute meaningfully to the preservation and evolution of linguistic traditions.

5.3. Engaging with World Literature to Cultivate an Open and Inclusive Mindset

Foreign literature courses provide an essential platform for students to engage with the rich diversity of global cultures. The study of these works should be rooted in fostering meaningful civilizational dialogue, allowing students to appreciate the unique allure of foreign literature while simultaneously deepening their understanding of the distinctive value inherent in their own cultural heritage. A pivotal teaching strategy involves the implementation of a "dialogic reading" model, which places literary texts from various cultural contexts into an environment of mutual exchange and respect. This approach must carefully avoid the pitfalls of cultural centrism and the risks of uncritical assimilation that could undermine one's cultural identity. Educators play a crucial role in guiding students to reflect on the profound meanings embedded within their native cultural traditions while also engaging with the spiritual and intellectual essence of foreign literature. For instance, when students examine the intense conflict between individual will and destiny in Greek tragedies, they can juxtapose this with the philosophy of "harmonizing with nature" found in classical Chinese poetry, thereby uncovering the psychological and cultural nuances that shape different societies' responses to existential challenges. Similarly, when exploring the existential inquiries of Western modernist literature, students should be encouraged to contrast these themes with the traditional Chinese concept of "literature as a vehicle for moral and philosophical guidance," fostering a deeper understanding of how different cultures address spiritual and

existential dilemmas. For example, in the study of "Faust," educators can facilitate thematic discussions on "cultural representations of the pursuit of knowledge," encouraging students to compare Goethe's depiction of an unrelenting seeker of truth with the disciplined and reflective learning ethos of ancient Chinese scholars. This comparative analysis not only highlights the divergent paths of Western individualism and Chinese self-cultivation but also underscores the enduring wisdom of Chinese civilization, characterized by its emphasis on comprehensive learning, thoughtful inquiry, and deep reflection [12]. Through such comparative studies, students can gain a broader appreciation of the diverse manifestations of human intellectual and spiritual aspirations, while also identifying the unique cultural traits that distinguish these expressions. Ultimately, the goal of teaching foreign literature is to cultivate students' ability to think dialectically, enabling them to integrate a global perspective with a solid cultural foundation. This approach fosters a humanistic literacy that strengthens cultural confidence and equips students to navigate the expansive and interconnected world of literature with an open and inclusive mindset.

5.4. Expanding Practical Teaching to Experience the Unity of Knowledge and Action

The boundaries of classroom teaching should extend toward social practice, thereby enabling students to perceive the warmth and transformative power of professional knowledge within authentic cultural contexts. This approach, which transcends traditional teaching constraints in both time and space, necessitates the integration of diverse practical forms such as study bases, field investigations, and volunteer services into the curriculum model. Educators must meticulously design the themes and processes of these practical activities to ensure that every experience outside the classroom becomes a meaningful opportunity for dual enhancement in professional competence and ideological character. For instance, in the teaching of "China Modern and Contemporary Literature," educators can organize activities where students visit historically significant regions or areas emblematic of economic and social transformation. During these visits, students could collect oral historical accounts and document the authentic narratives of societal evolution [12]. Concurrently, they should be guided to apply literary theories to analyze the spiritual qualities and value systems embedded in these materials. Such practices not only refine students' field investigation skills and document organization techniques but also deepen their comprehension of the societal realities portrayed in literary works. Through interactions with individuals from diverse social backgrounds, students naturally develop a stronger connection to the nation's developmental journey, fostering emotional resonance and a sense of shared identity. Furthermore, engaging in language-related social service activities, such as promoting the use of Mandarin or introducing classical poetry to schools, allows students to experience the societal significance of their professional expertise [14]. These activities enable them to serve others while cultivating a sense of professional responsibility to educate through culture and nurture through literature. Ultimately, this holistic approach achieves an organic unity between personal growth and meaningful social contribution, reinforcing the integration of knowledge and action in a profound and impactful manner [7].

6. Conclusion

In conclusion, the effective implementation of ideological and political education within Chinese Language and Literature programs underscores a deliberate effort to revitalize the discipline's foundational role in cultural heritage preservation and moral guidance. By delving into the national spirit reflected in classical texts, uncovering cultural elements embedded in linguistic structures, and fostering meaningful dialogues through world literature, these programs transcend traditional knowledge dissemination to achieve the dual objectives of intellectual enrichment and ethical development. The transformative potential of aesthetic experiences further enhances this process, enabling learners to connect deeply with cultural and moral values. Future efforts should focus on

refining integration strategies that seamlessly embed value-oriented education throughout the curriculum, ensuring it becomes an intrinsic part of the learning experience. This holistic approach aims to cultivate individuals who not only excel academically but also embody a strong sense of cultural identity and social responsibility, preparing them to address complex global challenges with integrity and insight.

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