

## Article

# Research on the Innovative Path of Ideological and Political Education in the Perspective of Higher Integrated Education

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**Abstract:** As the popularization of higher education and the demand for personalization grow, integrated higher education is gradually becoming an important model for promoting equity and quality improvement in education. Its core lies in breaking down traditional educational barriers and realizing the synergistic development of students with different backgrounds and abilities. However, values-oriented education, as a fundamental component of higher education, faces multiple challenges in the practice of integrated education: significant differences in the ideological cognition of education targets, the impact of a multicultural environment on shared values, the difficulty of adapting traditional education content and methods to meet the needs of integration, and the insufficient cross-disciplinary educating ability of the teaching staff. These contradictions not only weaken the effectiveness of values education, but also affect the overall effectiveness of higher integrated education. In this context, there is an urgent need to explore the innovative path of conceptual innovation, content reconstruction, technological empowerment, and teacher upgrading to promote the in-depth integration of values-oriented education and higher integrated education, and to inject developmental momentum into the cultivation of talents in the new era.

**Keywords:** higher integrated education; ideological and political education; innovative paths

## 1. Introduction

At present, integrated education in higher education is evolving from conceptual advocacy to practical implementation. Its emphasis on inclusiveness, personalization, and collaboration provides new developmental opportunities for values-oriented education. Values education plays a crucial role in fostering core competencies and cultivating students' sense of social responsibility. However, within the context of integrated education, the limitations of traditional values education have become increasingly apparent. The diversity of the student population renders uniform educational content inadequate for meeting differentiated needs; the complex interplay of digital technologies and multicultural environments poses multi-dimensional challenges to the transmission of shared values; a disconnect exists between rigid teaching methods and dynamic integration settings; and teaching staff often lack systematic support for interdisciplinary and cross-competency instruction. Addressing these challenges requires a reconfiguration of the values education ecosystem along four dimensions: concept, content, methodology, and educator roles. Grounded in the practical logic of integrated education in higher education, this study aims to construct an innovative framework that preserves the integrity of developmental education while aligning with the principles of integration, offering theoretical insight and practical guidance for the realization of holistic, inclusive, and continuous education [1].

Published: 09 May 2025



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## **2. The Relationship between Integrated Higher Education and Values-Oriented Education**

Integrated higher education and values-oriented education are deeply interconnected in their educational logic. The former seeks to reshape the educational ecosystem through inclusiveness, personalization, and synergy, while the latter focuses on guiding value formation, fostering personal convictions, and preserving cultural continuity to support individual development. Integrated education dismantles the rigid divisions of disciplines, abilities, and student backgrounds found in traditional models, establishing a multidimensional and interconnected learning environment. This creates expanded opportunities for values education in terms of both reach and depth. In such integrated settings, values education must not only uphold its core mission of conveying shared values, but also respond to the emerging demands posed by diverse learners and dynamic educational contexts. Its guiding role in value formation is critical for reconciling the tension between individual needs and collective goals. In current educational practice, their interaction is characterized by mutual empowerment: integrated education enables values instruction to shift from unidirectional knowledge delivery to multidimensional dialogue, while values education infuses integrated education with intrinsic value cohesion and cultural identity. This synergy promotes the co-development of knowledge transmission and value formation within dynamic learning environments.

## **3. Challenges to Ideological and Political Education in the Context of Integrated Education in Higher Education**

### *3.1. Challenges of Differences in Ideological and Political Education Brought about by the Plurality of Objects*

In higher integrated education, the cultural background, cognitive level, and learning needs of student groups show significant heterogeneity, and the traditional values-oriented education uniform and standardized content supply mode is difficult to meet the differentiated development demands of different groups. The differentiation of education targets in terms of values, knowledge reserves, and information reception habits has led to a non-equilibrium in the dissemination of shared values, and the low acceptance or even cognitive bias of some groups towards theoretical education. When educators face multiple needs, if they stick to one-way knowledge delivery or templated teaching strategies, it is easy to aggravate the misalignment between education goals and individual development, making the teaching effect structurally stratified. The complexity of students' ideological dynamics is also reflected in the fact that their needs evolve with the social environment, technological media, personal experience, and other factors, and if educators lack a dynamic tracking and feedback mechanism, it will be difficult to accurately capture the differences in the group and adjust teaching strategies in a timely manner, which will further weaken the penetration and persuasive power of values-oriented education.

### *3.2. Complex Environment Interferes with the Development of Ideological and Political Education*

Under the contemporary background of deep penetration of digital technology and diversified collision of social trends, the physical space and virtual field of values-oriented education are highly intertwined, and the complexity of the educational environment creates a multi-dimensional impact on the dissemination of shared values. The fragmented and entertaining information dissemination on social media platforms has weakened students' concentration on systematic theoretical knowledge and their ability to think in depth, and the habit of fast-food content consumption has created an inherent conflict with the internalization process of values required by values-oriented education. The fusion and confrontation of different civilization forms and values in the process of globalization make students face value choice confusion under the coercion of multiculturalism,

and some groups are unconsciously alienated from the local cultural identity and ideological security. The split characteristics of the internal and external environments of the educational field have become more and more obvious, and it is difficult to form an effective resonance between the theoretical knowledge dissemination in the campus educational space and the realistic experience in the social practice field, which leads some students to fall into the contradictory dilemma of the separation of "cognition-behavior", and weakens the overall persuasive power of values-oriented education and the effectiveness of the behavioral transformation. The overall persuasive effect and behavioral transformation of values-oriented education have been weakened [2].

### *3.3. Challenges of Content and Methodology Adaptation to Integrated Education*

There is a significant tension between the current values-oriented education content system and the dynamic adaptability of integrated education in higher education. The traditional curriculum module design favors theoretical completeness and ignores the differentiated cognitive basis of the student body, making it difficult to form an effective resonance between knowledge transmission and value guidance in the integration scenario. At the level of teaching methods, the one-way knowledge delivery mode is in intrinsic conflict with the interactive and experiential features advocated by integrated education, and participatory teaching such as classroom discussions and case studies often remain in the form of innovations, failing to stimulate the students' subjective constructive consciousness in the level of value cognition in depth. The speed of updating educational content lags behind the pace of social change, and there is a time lag between major realities and theoretical explanations, weakening the explanatory power and persuasive power of values-oriented education. In the process of technological empowerment, some educators simply equate digital tools with the innovation of teaching methods, ignoring their deep impact on the reconstruction of educational content and the reshaping of teacher-student relations, and the application of intelligent technology has yet to break through the level of instrumental rationality to form a new paradigm for the dissemination of values. The lack of integration between curriculum content and professional education has led to the isolation and marginalization of values-oriented education, making it difficult to achieve the integration of values within the cross-penetration of disciplines.

### *3.4. Teachers' Professionalism Fits the Shortcomings of Ideological and Political Education*

Higher integrated education puts forward composite requirements for the professionalism of the teaching team, and some teachers of values-oriented education are lagging behind the process of changing educational patterns in terms of updating their knowledge structure, and the match between their interdisciplinary integration ability and the needs of integrated education needs to be urgently improved. Teachers are often confined to a single-discipline mindset when coping with the classroom ecology of cross-specialization and technological empowerment, making it difficult to organically embed elements of values-oriented education into a multidisciplinary collaborative nurturing scenario, resulting in a superficial bonding of value guidance and knowledge transfer. Educators' application of intelligent technology, virtual reality, and other emerging educational carriers often remains at the level of tool operation, lacking in-depth research and judgment on their ethical risks, cognitive laws, and dissemination mechanisms, which affects the actual effectiveness of technology-enabled values-oriented education. The teacher-student interaction mode is under pressure to be reconstructed in the field of integrated education, and the tension between traditional authoritative lectures and the enhancement of students' subjectivity has intensified. Some teachers have failed to adjust their discourse systems and communication strategies in time, which has created a generational gap between theoretical interpretations and the acceptance preferences of the youth groups. The lack of collaborative innovation ability of teachers in the practice of

integrated education directly affects the quality of the integration of values-oriented education resources in interdisciplinary, cross-platform, and cross-field.

#### **4. Innovative Path of Ideological and Political Education in the Perspective of Higher Integrated Education**

##### *4.1. Establishing a New Orientation for Integrated Ideological and Political Education*

The innovation of values-oriented education in the field of integrated higher education needs to break the barriers of disciplines and the boundaries of educational fields, and build a new type of nurturing ecology in which core values are deeply embedded in the teaching of knowledge and the cultivation of abilities. The design of course modules should take the initiative to dock the development trend of cross-disciplines, transform the essence of Marxist theory into teaching resources adapted to the cutting-edge fields such as artificial intelligence and life sciences, and make abstract theories tangible and perceptible in specific professional contexts. The adjustment of educational orientation needs to pay attention to the dynamic changes of students' growth needs, establish a three-dimensional linkage mechanism of classroom theoretical teaching, social practice verification, and cyberspace interaction, so that the value leadership can naturally penetrate into the whole process of students' cognitive development like salt dissolving in water. The reconstruction of the evaluation system should break through the single dimension of the traditional quantitative assessment and explore the dynamic monitoring mode combining qualitative assessment and quantitative indicators, focusing on students' decision-making abilities and behavior in real-life situations. The integration and utilization of educational resources should activate the elements of collaborative education both inside and outside the school, promote the formation of a symbiotic relationship between the Civics Program and Curriculum Civics in terms of complementary content and mutual understanding of methodology, and construct a new pattern of integrated education that covers the whole person and the whole process [3].

##### *4.2. Constructing a Diversified Ideological and Political System*

The construction of the values-oriented education system needs to be based on the differentiated characteristics of disciplines and students' cognitive patterns, and to develop a flexible mode of curriculum supply. In view of the thinking qualities of students from different professional backgrounds, we should incorporate ethical choices in the history of the development of the discipline, cases of integration of science, technology and humanities, and other concrete resources in the process of value guidance, so as to make the abstract ideological education get the concrete bearing of professional discourse system. The innovation of teaching methods should break through the traditional one-way transmission mode, develop more participatory educational carriers such as virtual simulation, contextual immersion, project-based learning, etc., so as to encourage students to complete the independent construction of value cognition in the process of solving complex real-world problems. The in-depth application of intelligent technology needs to go beyond the level of tool attributes to establish dynamic data portraits based on students' cognitive trajectories and emotional resonance points, forming a smart education ecology that combines accurate supply and immediate feedback. The integration and allocation of educational resources should establish an interdisciplinary synergistic mechanism, creatively transforming the research results of philosophy and social sciences with the methodology of natural sciences to form an ideological and political education resource base with discipline penetration. The establishment of the teacher-student co-creation mechanism can activate the two-way interaction effectiveness of the educational subject, and build a closed-loop system of dynamic adjustment at the level of curriculum design, practice links, evaluation standards, etc., to ensure that the educational system continues to adapt to the evolutionary needs of integrated education [4].

#### *4.3. Enhancing the Effectiveness of Civic and Political Education through Multiple Means*

The enhancement of the effectiveness of ideological and political education needs to rely on the diversity of educational carriers and the extensibility of practical scenarios, embedding value guidance into the real situation of students' daily cognitive development. Virtual reality technology can be introduced to simulate the value choices in major historical events during the implementation of the curriculum, so that students can understand the reality logic behind the abstract theories in an immersive experience. Data-driven precision education can capture students' cognitive trajectories and emotional resonance points, use learning analytics to dynamically adjust teaching strategies, and form personalized value guidance programs. Interdisciplinary project-based learning can transform ideological and political education goals into specific research tasks, allowing students to naturally form correct value judgment standards when solving real-world problems such as artificial intelligence ethics and ecological environmental governance. The digital transformation of the campus cultural space should focus on the organic connection of online and offline educational resources, develop a digital offspring and student platform of red culture with interactive features, and expand the spatial and temporal dimensions of value dissemination. The establishment of the co-creation mechanism between teachers and students can activate the two-way constructive kinetic energy in the education process, and promote the internalization and externalization of the value cognition through the negotiation of curriculum design and the co-research of practical projects. The innovation of the education evaluation system should pay attention to the continuity of students' growth records, and incorporate multi-dimensional data such as classroom performance, social practice and online behavior into the value literacy assessment model.

#### *4.4. Building a Professional Team for Integrated Ideology and Politics*

The construction of the professional team of ideological and political education must break through the limitations of the unidimensionality of traditional disciplinary backgrounds, establish an interdisciplinary tutoring system and collaborative teaching and research mechanism, and form a composite faculty structure covering Marxist theory, educational technology, and applied ethics. Teachers' professional development paths need to be embedded in integrated education practice scenarios, and interdisciplinary workshops and immersive teaching training should be organized on a regular basis, with a focus on enhancing teachers' knowledge transfer capabilities in areas such as AI ethics, digital humanities, and engineering philosophy. Interdisciplinary teamwork platforms should be created to break down departmental barriers and develop integrated teaching case bases based on the propositions of the times, such as the construction of ecological civilization and the advancement of science and technology, so as to enable Ideology and Politics educators to update their knowledge reserves and teaching strategies under the traction of real-life projects. The innovation of teachers' evaluation mechanism needs to increase the dimensions of cross-disciplinary contribution and innovative curriculum integration, and incorporate the participation in interdisciplinary curriculum development and the guidance of integrated practice projects into the career development evaluation system. The digital literacy enhancement project should focus on the application of educational technology and the ability to interpret data, and cultivate teachers' ability to use learning analytics to capture students' cognitive characteristics and adjust the dynamics of teaching programs. The construction of inter-school collaborative networks can promote the flow of quality educational resources, relying on virtual teaching and research rooms to realize ongoing professional dialogues among cross-regional teachers around the development and application of curriculum Civics elements. The training program for young teachers needs to design a spiral path of "theoretical training + project practice" to deepen the cognitive transformation of the connotation of integrated education in the research of national strategies such as rural revitalization and intelligent manufacturing [5].

## 5. Conclusion

The innovation of ideological and political education under the perspective of integrated education in higher education is essentially an exploration of the transformation of the educational paradigm from "uniform training" to "symbiosis of differences". Research has confirmed that by establishing the concept of integrated education, constructing a hierarchical and classified content system, developing intelligent and interactive teaching methods, and cultivating a complex teaching staff, the structural contradiction in the collaborative education of multiple subjects can be effectively resolved. This innovative path not only strengthens the penetration and infectious power of ideological and political education, but also promotes the double enhancement of educational equity and quality at the practical level. In the future, we need to pay more attention to the reconstruction of the subject-object relationship of education empowered by technology, strengthen the collaborative nurturing network of school, family and society, and make ideological and political education become a real value leader for the high-quality development of higher integrated education.

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