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Exploring the Practical Advantages, Value Connotation and Optimisation Path of University Leaders Lecturing on Ideological and Political Classes

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Abstract: University leaders lecturing on ideology and politics has long been practiced in ideological and political education and is regarded as an initiative to support the reform of teaching in the new era. It has been found that university leaders lecturing on ideology and politics offer practical advantages, including their ability to serve as role models, adhere to educational principles, and exhibit higher levels of political competence, which reflects values such as fostering self-confidence, promoting ideals and beliefs, and reinforcing a sense of responsibility; as well as risks and challenges such as insufficient professional skills, monotonous teaching methods, weak classroom engagement, and ineffective practical instruction. In this regard, it is proposed that the university leaders should promote the institutionalisation, specialisation and normalisation of Civic and Political Science courses by focusing on the theme of the times, adhering to the principle of moral education, citing excellent cases and focusing on technological empowerment, so as to promote the high-quality development of Civic and Political Science courses.

Keywords: university leaders; ideology and politics class; ideological and political education; digital technology

1. Introduction

In 2020, the Ministry of Education triggered the Provisions on the Construction of Teachers of Ideological and Political Theory Classes in Colleges and Universities in the New Era, which put forward requirements for university leaders to teach Civics and Politics classes, and clarified provisions regarding regular lectures, part-time teaching responsibilities, participation in curriculum preparation, and performance evaluation involving university leaders, researching and preparing classes, and the evaluation system of Civics and Politics classes for university leaders, etc., in particular, it is required that university leaders in colleges and universities In particular, university leaders in universities are required to teach four hours of Civics class per semester, and members of the leadership team are required to teach two hours per semester. These systems aim to shift the practice of lectures by university leaders from being a matter of personal initiative to a standardized institutional responsibility, institutionalise and professionalise the lectures on ideology and politics, and reflect the institutional emphasis placed on the development of ideological and political education. University leaders are both school administrators and educators, and the process of lecturing is also a process of understanding the situation of students, optimising management, learning experience and mastering skills. By playing the role of university leaders taking the lead in lecturing on Civics and Politics, the practical advantages, value connotations, and optimisation paths of university leaders lectur-

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ing on Civics and Politics have been revealed. It has important value implication for promoting the high-quality development of Civics and Politics courses and constructing the system mechanism for university leaders to speak Civics and Politics courses.

2. Practical Advantages of University Leaders' Civics and Politics Classes

University leaders speaking in Civics and Politics class follows the general law of teaching Civics and Politics class. The teaching of Civics and Politics not only imparts theoretical knowledge, but also helps shape students' values and mindset while developing their practical abilities. Compared with the teachers of Civic and Political Science Classes, the university leaders do not treat Civic and Political Science classes as a mere formality or task to be completed, but as a genuine educational activity aimed at effectively transferring knowledge to students.

2.1. Playing a Leading Role

Play the leading role of university leaders. Using ideological and political courses as an important platform, fully demonstrate the leadership capabilities of university leaders. At the school level, support is given in terms of curriculum construction, policy formulation, and financial support; At the teaching level, teachers analyse the policy background and development opportunities for students, and the construction of Civics and Politics courses is promoted into the teaching materials, classrooms, and minds, so as to guide the students to reflect on national development and major achievements, to broaden their global vision, and to firmly believe in their ideals and beliefs.

2.2. Follow the Laws of Education

The university leaders' lectures on ideology and politics follow the general laws of education, and are appropriately adjusted according to the students' majors and age groups. When facing college students, they should pay attention to theoretical analysis and cross-discipline, and place greater emphasis on academic rigor. Although there is a difference between the Ideological and Political Science classes taught by university leaders and those taught by teachers, they all belong to the category of educational practice. Throughout the historical practice of university leaders lecturing on ideology and politics, it can be found that the university leaders in different periods always follow the law of education in teaching ideology and politics, always put the cultivation of human beings in the first place, and always regard the teaching of ideological and political theories as the most essential task, which fully reflects the scientific nature of the university leaders to speak on ideology and politics.

2.3. Higher political quality

University leaders generally have high political quality and cultural level, and have a better grasp of theories and policies, coupled with the fact that university leaders usually make serious preparations before lectures, make solid preparations for lectures, and are able to respond to the students' ideological perplexity and address students' ideological confusion and shape their values and mindset during lectures. Therefore, the effect of lectures by university leaders is generally better, and they can explain the profound principles and reveal the grand background of the times, which ensures the academic and theoretical depth of the Civics and Political Science class.

3. Value Connotation of University Leaders' Lectures on Ideology and Politics

The university leaders speak Civics and Politics class on a regular basis, put down the identity of "officials" to integrate into the group of "instructors", personally participate in the first-line teaching, combined with their own strengths, and inject new momentum into Civics and Politics classes to improve quality and efficiency. "The following are some of the most important things you can do to improve the quality of your Civics course.

3.1. *Show Good Image*

University leaders to serve as role models in both knowledge and practice, demonstrating academic competence and leadership temperament, can play in the political, experience advantages, through the explanation of socialism with Chinese characteristics of the world's remarkable achievements, highlighting China's significant development achievements over recent decades; lead by example, to promote the learning of the lecture, to set up a good social image of the university leaders, and to bring young students closer to the party and the government, so that the university leaders of the role positioning, political responsibility, mission and responsibility of the university leaders. Role positioning, political responsibility, mission and other tasks of university leaders are fully demonstrated in the practice of lecturing, so that students in colleges and universities can enhance their trust in public institutions and governance systems, in order to win the love and respect of teachers and students.

3.2. *Build Ideal Conviction*

University leaders regularly lecture on Civics and Politics, moving beyond formalism and embracing their role as engaged and proactive educators. As the organisational manager of education work, university leaders regard lecturing on Civics and Politics as a natural way to demonstrate their commitment to civic education, impart knowledge and value guidance to students, and commit themselves to fostering responsible and forward-looking students.

3.3. *Strengthen the Responsibility*

University leaders should have the courage to shoulder responsibility, teaching Civics classes with love and dedication, which reflects both political character and professional commitment. University leaders not only oversee the overall situation and school-wide affairs, and can mobilise all forces and resources to promote the construction of civic and political courses; as educators, from the height of human education to see the construction of civic and political courses, personally involved in civic and political courses in the first line of teaching, based on the needs of students to grow up and achieve success to strengthen ideological nurturing, to inspire students with vision and a sense of purpose, and to improve the quality of talent cultivation. In addition, it guides students to internalise what they have learned into a strong sense of civic responsibility and national consciousness, and to strive to become socially engaged and capable individuals prepared to contribute to national development.

3.4. *Enhancement of Struggle Skills*

Only when the university leaders speak Civics courses regularly can they have a deep insight into the development patterns at home and abroad, understand the importance of the new era of the country's attention to the construction of Civics courses, the requirements of the university leaders to speak Civics courses, as well as the current challenges facing Civics education, discover the problems and deficiencies, and make clear the specific goals of the struggle. We should learn from the spirit of struggle in the excellent traditional Chinese culture, such as the ideal that one should remain morally upright in the face of wealth, poverty, or adversity, and learn from the ancient people in the face of external temptations, difficult environment and practical work must have the backbone and determination to persevere in challenging circumstances [2]. Promoting resilience and professional dedication plays an essential role in developing high-quality leadership.

4. **The Current Status of University Leaders Lecturing on Ideology and Politics**

In the current construction of the civic policy course, the civic education course struggles to engage students due to its heavily theoretical nature and limited practical appeal; there are single teaching methods for teachers, lack of emotional resonance, and limited

student engagement and other status quo problems, which seriously affects the manifestation of the educative function of the civic policy course.

4.1. Insufficient Mastery of Professional Skills

"The successive development of the Civic and Political Classes and the successive cultivation of talents have put forward higher requirements for the professionalism and specialisation of the teaching team." [3]. University leaders as teachers of Civic and Political Science courses have rich teaching experience, high theoretical level and other outstanding features, but with the increasing integration of digital and intelligent technologies in education, there is still a certain gap between the university leaders' mastery of information technology and follow up information technology, including how to use the virtual reality technology, augmented reality technology, have limited proficiency in tools such as interactive, virtual, and augmented reality technologies. As a result, they often struggle to effectively apply such tools in teaching, making it difficult to spark student interest.

4.2. Single Traditional Teaching Method

In the teaching of Civics and Political Science in colleges and universities, classroom teaching serves as the main channel for theoretical knowledge teaching. However, this traditional approach often leads to limited learning effectiveness. The emergence of information technologies has introduced new tools and opportunities for enhancing Civics and Political Science instruction, making the tension between innovative and traditional instructional methods increasingly evident. In particular, the application of digital technology breaks through the limitations of venue and time, providing students with more flexible and diverse learning methods. This also places greater demands on educators to innovate their teaching strategies.

4.3. Classroom Emotional Resonance is not Strong

Traditional classroom teaching is mainly based on the teacher's lecture, often characterized by textbook recitation, rigid lecturing, and overly didactic delivery, which fails to engage students emotionally or stimulate their intellectual curiosity. When delivering Civics classes, university leaders should move beyond traditional "policy discourse" and "official document discourse" way of expression, and instead use language that students can understand, relate to, and enjoy to carry out teaching, by employing empathetic narratives that trigger emotional resonance, enhance the attractiveness of the course and influence.

4.4. Poor practical Teaching

Civics is a practical course in itself, not only through theory, but also through practice to make students deepen and strengthen the understanding and recognition of ideological and political theory. Affected by teachers, venues, distance, safety and other factors, and faces issues such as low student engagement, underutilized practice bases, limited teaching formats, and weak coordination mechanisms [4]. When university leaders deliver Civics instruction, they must fully integrate available educational resources, bridge the gap between in-school and external resources, and between online and offline platforms, fully explore local patriotic resources and historical heritage, the rational use of cultural and educational venues and other resources, in order to cause students to voluntarily participate in the interest.

5. Optimising the Path for University Leaders to Speak in Ideological and Political Science Classes

The optimisation path of university leaders speaking in Civics and Politics class needs to be systematically promoted from combining the theme of the times, focusing on

cultivating morality and cultivating people, accumulating excellent cases, and innovating teaching modes, etc. Combined with the requirements of Civics and Politics class teaching reform, it can be focused on breaking through from the following aspects:

5.1. Focus on the Theme of the Times and Enhance National Self-Confidence

In the new era, university leaders should focus on the great renaissance of the times, and guide students to correctly understand the times from a macroscopic perspective. On the one hand, university leaders should actively expand students' horizons, help students understand the international and domestic situation facing China today, help students understand China's socio-political transformation within the broader context of global change and technological advancement, and the new scientific and technological revolutions, etc., cultivate students' thinking of the times, deepen students' knowledge of the times, and inspire them to contribute to national development and cultural renewal; on the other hand, university leaders should start with the interpretation of policies, guide students to understand the new era of the great rejuvenation of the nation. On the other hand, university leaders should start from policy interpretation to guide students to correctly understand the national policy of promoting the great rejuvenation of the Chinese nation. Leaders are more familiar with the policy documents than the front-line teachers, so they can explain the policy texts in combination with their practical work, so that students can understand the development policies of the new era more comprehensively, thus helping students recognize the major social and policy transformations that have taken place in recent decades.

5.2. Adhere to the Principle of Cultivating Morality and Improving the Effectiveness of Educating People

Implementing the fundamental task of cultivating morality and developing responsible and capable citizens is the most direct and effective means of running a good Civics course. University leaders are, first and foremost, educators, and it is of great significance to do a good job of teaching university leaders to give a good Civics class. Firstly, before teaching, the university leaders should thoroughly understand the content of the chapters being taught, clarify the principles contained therein, grasp the existing logic therein, and carefully design the teaching process, and really take the Civic and Political Science class as an educational activity to teach the truth. Teenagers are in a critical stage of psychological and moral development, during which their worldview, outlook on life, and values are being shaped. It is important to guide them in establishing correct values, developing the courage to distinguish right from wrong, and fostering the strength to stand against injustice; Secondly, the university leaders should go into the Civics classroom to understand the students' knowledge demand, and learn from the first-line teachers, actively participate in the Civics class collective lesson preparation, so as to enhance the ability to teach. At the same time, university leaders should possess strong moral character, professional competence, and a charismatic presence. With a sense of responsibility for classroom teaching, they must carefully consider issues such as "what to teach" and "how to teach," and personally participate in instructional design to ensure teaching quality; thirdly, the university leaders into the school Thirdly, when university leaders go into schools to teach ideology and politics, they must take the textbook of ideology and politics as the basis, and they can't detach themselves from the teaching content stipulated in the textbook, and turn the ideology and politics class into a lecture class; they should speak out the knowledge points involved in the textbook of ideology and politics and keep the content of the lectures accurate, complete and rich, and be able to solve the doubts of the students.

5.3. Citing Excellent Cases and Telling China's Story Well

On the basis of cultivating students' understanding of the times, students are guided to strive to be pioneers and career breakthroughs, so that they can devote themselves to national development and social progress. The first is to combine their own experience to teach a good ideological class. University leaders in the teaching of ideological and political lessons, can be combined with their own experience of study and struggle, the experience of serving the people, to inspire students to combine what they have learnt with the great practice of the new era, to help students set up the will to struggle and the spirit of innovation, and to inspire students to apply their knowledge to meaningful social contributions, and to continuously enhance the students' character of practice. The second is to inherit the teaching experience of university leaders in history to give good Civics lessons. Combined with the teaching methods of the historical university leaders in teaching Civics and Politics, a systematic summary should be made to establish a resource bank of excellent teaching methods. The university leaders in the new era should systematically understand the classic cases of the historical university leaders teaching Civics and Politics, not only to learn the teaching spirit of the forefathers from the cases, but also to experience the art of teaching of the forefathers from the cases, and to take the deeds of previous generations of leaders as examples, in order to pass down their teaching experience and spirit to guide the practice of ideological and political education in the new era, so that the teaching experience of the forefathers will be inherited and used as a model for the teaching of the Civics and Politics in the new era. In the new era, the spirit of lecturing should be inherited, and the Chinese story should be told well in the Civics classroom of the new era; thirdly, the accumulation of life materials should be used to teach the Civics class well. In the process of teaching the Civic and Political Science class, the university leaders are good at integrating the rich history, culture and other materials into the Civic and Political Science class, using the cases, knowledge and terminology that students are familiar with to express themselves, enhancing the distance between them and the students, illustrating complex ideas through typical cases, connecting new knowledge to familiar concepts, and replacing formal language with expressions commonly used by students, so as to make the infectious force and influence of the lectures more significant.

5.4. Focus on Technology Empowerment and Innovative Teaching Mode

University leaders need to take the initiative to adopt innovative methods for teaching Civics and Politics in the Internet era, and actively respond to what young people think nowadays, so as to enhance the epochal nature of Civics and Politics courses taught by university leaders. Firstly, improve professionalism and innovative teaching methods. Enhance the digital literacy of Civics and Political Science teachers, by combining online and offline hybrid training methods to provide specialized training for Civics and Political Science teachers in digital literacy and technical skills [5]; combined with artificial intelligence, big data and other emerging technology means, the use of case-based teaching, inquiry-based teaching, seminar teaching and differentiated teaching, and other teaching methods, to create a more vivid and engaging learning environment that stimulates students' interest in learning through exploration; secondly, create teaching situations and enhance practical experience. Civics teachers are no longer just transmitters of knowledge, but guides and partners in students' exploration, practice and innovation. By using AR, MR, digital twins, remote live streaming, and other technologies, the Civics and Political Science course can overcome the limitations of traditional teaching models of the traditional teaching mode, so that the teaching content is more vivid, graphic and infectious; through the creation of three-dimensional interaction of the virtual simulation practice teaching centres or bases, which will effectively enhance students' classroom engagement and active participation; third, to set up an online platform, make good use of the network classroom. Relying on artificial intelligence, 5G network, big data, virtual simulation and

other digital technologies, we should establish an online network cloud classroom to provide powerful support for teaching innovation, resource sharing and learning situation grasp for Civic and Political Science class; through the construction of intelligent and diversified resource sharing platform, it facilitates the learning and communication between teachers and students. As a result, it plays an important role in promoting the Civic and Political Science Class to break through the limitations of traditional teaching mode, and then effectively enhance the students' learning interest and participation in the classroom.

6. Conclusion

University leaders lecturing on Civic and Political Science is an important initiative to inherit the fine tradition and promote the teaching reform of Civic and Political Science. University leaders have practical advantages in serving as role models, understanding educational principles, and demonstrating strong political awareness, and the value of fostering confidence and cultivating ideals and beliefs is reflected in university leaders' participation in Civics and Politics lectures. Of course, the current teachers of Civics and Politics, including university leaders, have the status quo of insufficient professional skills, single teaching method, and weak empathy in the classroom. Finally, this paper puts forward the optimisation path of speaking good Civics class. In order to promote the high-quality development of the Civics and Political Science course, the university leaders should be included in the layout of the teaching reform of Civics and Political Science course in schools, and promote the institutionalisation, specialisation and normalisation of the development of Civics and Political Science course, which is crucial for achieving the core goals of moral education and cultivating well-rounded, high-quality talents.

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