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# Analysis on the Optimization Path of Integrating Chinese Excellent Traditional Culture into Ideological and Political Course Teaching in Colleges and Universities

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**Abstract:** Integrating traditional Chinese culture into the ideological and political courses offered in universities plays a crucial role in fulfilling the core objective of moral education and enhancing teaching quality. Drawing on both current institutional practices and the author's own experience in the classroom, this paper examines the key challenges that arise during the integration process. These include issues such as the absence of a strong cultural identity, a lack of cultural competence among educators, and the reliance on outdated teaching methodologies. In order to address these difficulties, the paper explores three main areas for improvement: reforming teaching methods in the classroom, incorporating digital technologies, and expanding practical field development opportunities. It concludes by proposing a feasible approach that combines both theoretical analysis and practical recommendations for effectively merging traditional Chinese culture with ideological and political education.

**Keywords:** traditional Chinese culture; ideological and political education; cultural identity; teaching reform; digital technology integration

## 1. Introduction

Recent national education planning documents highlight the critical need to strengthen cultural confidence and incorporate traditional cultural education into the broader framework of ideological and political teaching in universities [1]. Traditional Chinese culture provides the cultural foundation and spiritual essence necessary for nurturing well-rounded individuals in contemporary society. Integrating the educational resources embedded in this culture into the ideological and political curriculum is a vital step for universities to fulfill their mission of moral development and holistic education. It also plays a crucial role in promoting the high-quality development of ideological and political courses while cultivating comprehensive talents. Building on the research of previous scholars, this paper further explores the challenges encountered in integrating traditional Chinese culture into ideological and political education and proposes optimized strategies for enhancing this integration. The aim is to offer valuable perspectives and stimulate further thought for ongoing research in this area.

## 2. The Practical Problems of the Integration of Chinese Excellent Traditional Culture into the Teaching of Ideological and Political Courses in Colleges and Universities

At present, the academic circles have provided many ideas and methods for the integration of Chinese excellent traditional culture into the teaching of ideological and political courses in colleges and universities, but in the process of integration, there are still some problems.

*2.1. Lack of Cultural Identity and Value Cognition*

In the context of globalization, teenagers are increasingly exposed to diverse cultures, which often leads to generational differences in their thinking and value systems. This, in turn, weakens their sense of identity and connection with traditional Chinese culture. Moreover, traditional Chinese culture is expressed in various forms, including literature, rituals, festivals, and moral teachings. Due to the limited cognitive development of students, it is challenging for them to form an emotional connection and cultural identity with traditional Chinese culture. For instance, the Dragon Boat Festival not only commemorates Qu Yuan but also carries forward his patriotic sentiments, fostering a stronger cultural identity through customs like eating zongzi and participating in dragon boat races [2].

*2.2. Shortcomings in Cultural Literacy and Teaching Skills*

Ideological and political teachers play a crucial role in promoting traditional Chinese culture and instilling strong moral and civic values in students. These educators need not only a solid foundation in professional theoretical knowledge but also a deep understanding of traditional Chinese culture. Currently, the insufficient cultural literacy among ideological and political teachers represents a significant barrier to enhancing the quality of ideological and political education. Additionally, despite the growing influence of digital technology, many teachers continue to rely on traditional teaching methods, such as classical readings and moral instruction, and have not yet embraced modern information technologies in their teaching practices.

*2.3. The Teaching Form Is Out of Touch with Social Life*

In today's era of diverse online cultures, many ideological and political teachers still adhere to traditional teaching methods, which struggle to engage students' interest in learning. While guided by broader educational initiatives, most universities have introduced practical teaching courses, such as organizing museum visits and cultural activities for students. However, these activities are often not well integrated with course content, and the theoretical knowledge presented remains unclear. As a result, students' intellectual curiosity is left unaddressed, and the connection between these activities and value-oriented learning is superficial, leading to low levels of student participation and a lack of sense of identity.

**3. Optimization Path of Integrating Chinese Excellent Traditional Culture into Ideological and Political Teaching in Colleges and Universities**

Traditional Chinese culture reflects the deep heritage of the Chinese nation and plays a key role in cultivating cultural identity and confidence. To achieve the creative transformation and innovative development of this culture, it is essential to adopt diverse teaching methods and integrate ideological and political education with the physical, mental, and emotional development of young students. This approach helps students better understand and connect with the culture, fostering a stronger sense of emotional identification.

*3.1. Classroom Teaching Reform: Explore the Meeting Point of Traditional Culture and Ideological and Political Course*

First, based on the course content, integrate the core concepts of traditional Chinese culture. Prepare lessons that align with the course objectives and focus on key and challenging points, collecting traditional cultural and ideological materials that closely relate to the teaching content of ideological and political courses. This will help optimize the teaching design. For instance, when addressing topics such as national development and civic unity, ideological and political teachers can incorporate traditional literary works,

like Tang and Song poetry. By analyzing these works, teachers can convey patriotic sentiments and help students connect with the poets' deep affection for their homeland.

The second is to pay attention to the shaping of students' value orientation, value standard and moral personality. For instance, the "Ideology, Morality, and Rule of Law" course can integrate the ethical values promoted in civic education with traditional moral concepts such as benevolence, wisdom, etiquette, and trust. This approach can guide students in developing a sense of social responsibility, contributing to cultural continuity, and prioritizing collective well-being over personal interests. The goal is to nurture young individuals who embody compassion, justice, courtesy, and wisdom, and who actively engage in meaningful social practices that promote cultural development. When teaching patriotism, ideological and political teachers can combine traditional festivals and historical figures to enrich the content and inspire students' patriotic sentiments.

The third is to integrate the local characteristic culture into the curriculum. Chinese excellent traditional culture is extensive and profound, and each region has its unique cultural resources and historical traditions. In promoting the construction of ideological and political courses, we can set up general courses of Chinese excellent traditional culture reflecting regional characteristics, highlight regional characteristics and historical context, and emphasize the exploration of local cultural sites, intangible cultural heritage projects and other local Chinese excellent traditional cultural resources. For example, combined with the cultural characteristics of Hainan, special courses such as ' Dongpo culture ', ' Madam Xian culture ' and ' Lijin culture ' are set up to enhance students ' sense of identity and pride in local culture.

### 3.2. Digital Technology Empowerment: Exploring a New Model of Digital Teaching

Using advanced digital technologies such as big data and artificial intelligence to enhance the development of ideological and political courses in colleges and universities can help overcome the limitations of time and space. By leveraging digital tools, personalized learning paths can be provided for students at different stages, ensuring that each student receives the most suitable educational resources tailored to their unique characteristics and developmental needs.

One approach is to build an interactive platform that regularly hosts online cultural salons, lecture series, and other events to promote the sharing and dissemination of high-quality cultural resources. By innovatively utilizing new media platforms for resource sharing and online interaction, interactive courses, micro-classes, research projects, and online classes can be created to engage students in ways that inspire and empower them subtly yet effectively. Additionally, the use of virtual reality (VR), augmented reality (AR), and other technologies can help integrate educational resources such as museum collections, historical databases, and folk experience halls. This will facilitate the digitization, visualization, and contextualization of cultural resources, including traditional folk customs, Chinese stories, and ancient book collections.

Second, mastering digital technology is crucial. In addition to possessing deep professional knowledge and theoretical expertise, ideological and political teachers should also become proficient in modern network information technology. By building a digital teaching platform, they can leverage online platforms and digital tools as powerful aids in ideological and political instruction. Teachers can use technologies like AI, VR, and the metaverse to visually represent traditional Chinese cultural works. Short videos and animations can be used to bring ancient texts to life, such as setting up virtual teaching spaces and employing interactive technologies to make history and culture "speak," providing students with an immersive learning experience. This technology breaks the traditional, rote teaching model, transforming typically dry material into engaging content, thus making the classroom more dynamic and engaging for students.

Third, pay attention to cultural propaganda. Encourage teachers and students to use digital tools to carry out micro-film, animation, short video and other results display.

Through the combination of festival culture, ideological and political courses in venues, historical commemorative activities and other themes, students are guided to carry out practical training activities, and cultural propaganda is carried out by means of soliciting articles or shooting small videos ; through the use of Weibo, Xiaohongshu, Tik Tok, WeChat and other emerging communication carriers to promote practical results, we will create compelling and culturally rich media content that reflects the values of traditional Chinese culture and aligns with students' demand for high-quality educational materials.

*3.3. Practice Field Expansion: Enhance the Support of Traditional Culture to Ideological and Political Teaching*

As a crucial course for implementing moral education, ideological and political courses should leverage social and cultural resources for practical teaching. By integrating the rich educational resources of traditional Chinese culture into the curriculum, these courses can enhance their appeal and engagement, making them more attractive and impactful for students.

First, innovative practical teaching methods are essential. The "Implementation Plan for the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era" suggests that universities should standardize practical teaching, integrating ideological and political education with social practice, volunteer services, practical training, and other activities to enhance the effectiveness of practical teaching [3]. It introduces new requirements for the standardization of practical teaching and the overall effectiveness of education. On one hand, universities should develop a strict practical teaching plan for ideological and political courses and incorporate more resources related to traditional Chinese culture. On the other hand, it is crucial to break down barriers between schools and families, as well as between online and offline settings, by integrating ideological and political courses with social life, cultural venues, traditional festivals, and other areas, making practical teaching more meaningful.

The second is to establish a practical teaching scene. Ideological and political courses should pay attention to practical teaching. To strengthen the education of Chinese excellent traditional culture, it is necessary to promote scene teaching, rely on the endowment of local excellent traditional cultural resources, and broaden the teaching space of ideological and political courses. For example, by extending the classroom to real cultural fields such as museums, historical sites, and non-heritage workshops, an immersive practice scene is constructed, and abstract theories are transformed into embodied experiences, so that students can feel cultural charm in touching history and participating in practice. In the teaching arrangement, pre-class deployment, emphasizing key and difficult points, and establishing problem awareness; in the course, students ' various senses are mobilized to observe, experience and think in the real social scene, and the ideological and political theory knowledge learned in the classroom is combined with the social reality to deepen the understanding and application of knowledge. After class, students are encouraged to cultivate students ' dialectical thinking and problem-solving ability by integrating cases, situational simulation, group discussion and other methods, so as to further enhance their sense of social responsibility and cultural consciousness.

The third is to enhance the cultural emotional experience. Teachers and students should be encouraged to organize themed exhibitions, such as photography shows, calligraphy and painting exhibitions, and Chinese classical reading sessions, along with other cultural practice activities. By participating in traditional festival folk activities, like writing Spring Festival couplets, pasting Fuzi, tomb sweeping and green stepping during Qingming, or making Zongzi for the Dragon Boat Festival, students can experience the charm of traditional Chinese culture, while developing practical skills and teamwork. Additionally, through volunteer services, field visits, and other hands-on activities, students can strengthen their emotional connection to the spiritual essence of traditional Chinese

culture [4]. Creating cultural activity brands, such as "intangible cultural heritage + festivals," "folklore + cuisine," or "research + tourism," can not only promote local cultural tourism but also offer fresh opportunities for off-campus cultural engagement [5]. Inviting cultural experts and scholars to give lectures, reading sessions, and seminars on traditional culture can further encourage students to ask questions and share their perspectives, deepening their emotional connection with the spiritual essence of Chinese culture through discussion.

## 4. Conclusion

The integration of traditional Chinese culture into ideological and political courses in colleges and universities is a comprehensive undertaking that requires continuous reflection and planning. As teachers of ideological and political courses, we are tasked not only with preserving the profound legacy of Chinese culture, which has a history spanning thousands of years, but also with delving deeper into its values and meanings. This will allow us to incorporate it into compelling teaching materials that engage students in ideological and political education. In doing so, we can guide young learners to strengthen their cultural self-confidence and enhance their ability to address challenges in cultural inheritance. This endeavor is not just a practical application of the "two combinations," but also a crucial pathway to advancing the qualitative development of ideological and political courses. Moving forward, we must continue to identify challenges, consolidate our experiences, and refine the path of integration, ensuring that traditional Chinese culture becomes a powerful internal force that fosters cultural identity and contributes to the development of socially responsible and culturally grounded youth.

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