

# Integration and Internalization of Ideological and Political Education in the Economic Law Curriculum

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**Abstract:** The comprehensive advancement of "Curriculum Ideology and Politics" is a core initiative to fulfill the fundamental task of "fostering virtue and cultivating talents" in higher education. Economic Law, as a legal discipline that directly regulates market economic relations and embodies rich value orientations, serves as an ideal vehicle for this endeavor. However, a common problem in current teaching practice is the "separation of two layers of skin" between ideological-political elements and professional knowledge, leading to mechanical integration and limited effectiveness. This paper aims to systematically explore effective pathways for integrating Ideological and Political Education into the Economic Law curriculum. Through a literature review, it identifies that existing research predominantly focuses on macro-level concepts and listing elements, lacking operable micro-level practical solutions. Consequently, this paper constructs a tripartite integration framework encompassing "Content Reconstruction, Methodological Innovation, and Assessment & Feedback." It proposes in-depth mining and contextualization of ideological-political elements, the adoption of interactive teaching methods such as case matrices and scenario simulations, and the incorporation of value internalization into the assessment system to achieve organic integration. The study aims to provide theoretical reference and practical guidance for promoting the high-quality implementation of Curriculum Ideology and Politics in Economic Law, moving from conceptual advocacy to tangible practice.

**Keywords:** Curriculum Ideology and Politics; economic law teaching; integration pathways; value internalization; teaching reform

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## 1. Introduction

The fundamental mission of higher education is to cultivate virtue and nurture talents. In this context, the educational reform initiative known as "Curriculum Ideology and Politics" has assumed a position of central importance in Chinese universities. This initiative emphasizes that all academic courses, beyond transmitting specialized disciplinary knowledge, carry the dual responsibility of guiding students' values, shaping their moral character, and fostering a sense of social responsibility. The underlying goal is to cultivate well-rounded individuals-socialist builders and successors-who are developed not only intellectually but also morally, physically, aesthetically, and through labor education. Such an approach recognizes education as an integrated process that harmonizes knowledge acquisition with the formation of ethical and civic consciousness, preparing students for both professional competence and societal contribution.

Among the various disciplines offered in higher education, Economic Law provides a particularly fertile ground for the implementation of Curriculum Ideology and Politics. Economic Law governs the legal framework of market operations, enforces fair competition, safeguards consumer rights, and ensures macroeconomic stability. These functions inherently involve normative and ethical considerations, embedding values

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such as justice, integrity, fairness, public interest, and national security. For instance, the pursuit of fair market competition articulated in the Anti-Monopoly Law demonstrates a commitment to balancing private economic interests with societal welfare. Similarly, the Consumer Protection Law emphasizes safeguarding vulnerable groups, reflecting broader societal values of equity and responsibility. Financial regulations, meanwhile, aim to maintain systemic stability, illustrating the intersection of legal frameworks with social and economic ethics. Consequently, the Economic Law classroom should serve not merely as a venue for delivering statutory knowledge, but as a crucial platform for cultivating students' legal consciousness, professional ethics, and civic virtue.

Despite its potential, current teaching practices in Economic Law face significant challenges. Traditional instruction often prioritizes the interpretation of black-letter law and the technical analysis of case studies, leading to a disconnect between knowledge dissemination and value cultivation—a phenomenon sometimes described as "two separate layers of skin." When ideological and political elements are incorporated, they are frequently added in a mechanical, superficial, or dogmatic manner. This approach not only diminishes student engagement but also limits the effectiveness of value education, leaving students ill-prepared to internalize the broader ethical and societal implications of legal norms. This gap highlights the urgent need for systematic, natural, and effective strategies for integrating ideological and political education into the curriculum, ensuring that students receive an education that is intellectually rigorous, ethically grounded, and socially meaningful.

To address this challenge, this paper seeks to explore specific pathways for the organic integration of Ideological and Political Education within the Economic Law curriculum. Rather than treating political or ethical content as an add-on, the research emphasizes constructing a cohesive framework that synchronizes teaching content, pedagogical methodology, and assessment practices. Such a framework advocates for embedding ethical reasoning, social responsibility, and civic awareness directly into legal instruction through case analyses, problem-based learning, and interactive classroom activities that encourage students to reflect critically on legal principles and their societal impacts. The significance of this research is twofold: theoretically, it enriches the discourse surrounding Curriculum Ideology and Politics within legal education, particularly in the field of Economic Law; practically, it offers actionable strategies for educators, guiding them in designing teaching approaches that produce graduates who are not only proficient in law but also ethically responsible and socially aware. Ultimately, the goal is to cultivate a new generation of legal professionals capable of combining technical competence with moral discernment, who can navigate complex societal challenges with both legal acumen and civic consciousness.

## 2. Literature Review

As a profound reform initiative in Chinese higher education, the theory and practice of "Curriculum Ideology and Politics" have experienced rapid development, attracting scholarly attention across multiple disciplines. This section reviews the literature from two perspectives: the general theoretical evolution and interdisciplinary practice of Curriculum Ideology and Politics, and its specific application within legal education, particularly in the teaching of Economic Law, to establish the theoretical positioning and significance of the current study.

### 2.1. *The Theoretical Evolution and Interdisciplinary Practice of Curriculum Ideology and Politics*

The concept of Curriculum Ideology and Politics is fundamentally rooted in the overarching educational mission of fostering virtue and cultivating talents. At its core, curriculum-based ideological and political education emphasizes comprehensive engagement, mobilizing all stakeholders, leveraging the full scope of the curriculum, and infusing every dimension of teaching with values that guide students' ethical

development and social awareness throughout the educational process [1]. In practical application, scholars have explored integration pathways across diverse disciplines to enhance both professional competence and moral education. For example, in engineering education, researchers advocate using real-world engineering case studies to cultivate students' understanding of social responsibility, environmental protection, sustainable resource utilization, and equitable development, thereby embedding ethical awareness into technical learning [2]. In medical education, attention is given to enhancing students' cultural discernment, cultural confidence, and capacity for empathy, enabling future medical professionals to navigate complex societal and ethical challenges [3]. These interdisciplinary explorations collectively demonstrate that the effectiveness of Curriculum Ideology and Politics hinges on identifying points of convergence between professional knowledge systems and ideological-political elements, enabling seamless integration "like dissolving salt in water." Yet, a persistent challenge emerges across disciplines: avoiding mechanical or superficial implementation of ideological and political content, ensuring that integration genuinely resonates with students' values and emotional engagement within professional learning contexts.

### *2.2. Research on Curriculum Ideology and Politics in Legal Education and Economic Law Teaching*

Within the context of legal education, the necessity of Curriculum Ideology and Politics has gained broad scholarly consensus. Legal education is inherently imbued with ideological attributes and normative values, providing fertile ground for embedding political and ethical instruction. The cultivation of legal professionals requires high political literacy, robust professional competence, and a strong ethical foundation [4]. Specifically, in the discipline of Economic Law, scholars have emphasized its rich potential for ideological-political integration. Economic Law governs key aspects of macroeconomic activity, market regulation, and the protection of public interest, with its statutory norms inherently reflecting fundamental values such as fairness, justice, sustainability, and national economic security. For example, the Anti-Monopoly Law emphasizes market fairness and balanced competition, the Consumer Protection Law safeguards vulnerable populations, and financial regulations aim to ensure systemic stability and economic security. Integrating ideological and political education into Economic Law instruction thus not only enhances the moral and civic education of students but also deepens the substantive understanding of legal principles, cultivating ethical reasoning and political literacy. This integration can transform the classroom into a dynamic space where legal knowledge and value education mutually reinforce one another, producing graduates capable of critical thought, ethical judgment, and socially responsible action [5].

### *2.3. Summary and Positioning of This Research*

In summary, existing literature highlights both the rapid development of Curriculum Ideology and Politics and its pivotal role in legal education, particularly the unique advantages offered by Economic Law as a vehicle for ideological-political integration. Nevertheless, a significant research gap remains: the methodological translation from macro-level theoretical frameworks to micro-level classroom practice has not been systematically constructed. While extant studies tend to focus on "what to teach"-that is, the identification of ideological and political elements-the question of "how to teach," encompassing specific integration pathways, pedagogical strategies, and assessment mechanisms, remains underexplored. This gap contributes directly to the recurring issues of mechanical implementation and limited pedagogical effectiveness observed in current practice. Building upon this foundation, the present study aims to construct systematic, actionable pathways for embedding ideological and political education into the Economic Law curriculum, thereby providing a structured approach that bridges theoretical

aspirations with practical classroom implementation. By doing so, the study seeks to enhance the effectiveness, relevance, and transformative impact of value-oriented legal education.

### 3. Framework and Strategies for Integration

To effectively bridge the identified gap between theoretical aspirations and classroom practice, this study proposes a comprehensive tripartite framework for integrating Ideological and Political Education into the Economic Law curriculum. This framework moves beyond superficial add-ons, advocating a systematic redesign of teaching content, pedagogical methodology, and assessment mechanisms, thereby ensuring that values education is an intrinsic, seamlessly integrated component of the learning experience. By doing so, it transforms Economic Law courses from mere repositories of legal knowledge into holistic environments where professional competence, ethical judgment, and social responsibility mutually reinforce each other.

#### 3.1. Content Reconstruction: Mining and Contextualizing Ideological-Political Elements

- 1) The cornerstone of integration is the meticulous, scholarly identification of ideological-political elements embedded within the Economic Law knowledge system, coupled with their careful contextualization within specific teaching modules. Rather than presenting ideological content in isolation, instructors are encouraged to interweave these elements organically with legal principles, case studies, and regulatory analysis.
- 2) *Manifesting Fairness and Justice in Market Competition Regulation:* In teaching the Anti-Monopoly Law, instruction should move beyond the technical interpretation of concepts such as market definition, merger control, and anti-competitive conduct. Students should be guided to critically analyze contemporary cases, including "pick-one-of-two" mandates in platform-based markets or "personalized pricing" strategies. Discussions should emphasize the broader economic and social implications, such as the impact on small and medium-sized enterprise (SME) innovation, consumer welfare, and overall market vitality. This approach allows students to grasp the underlying value objectives of the law, including the maintenance of fair competition and the prevention of disorderly capital expansion, thereby reflecting fundamental socialist principles of justice and equity.
- 3) *Embedding a People-Oriented Approach in Consumer Protection:* When covering the Consumer Rights Protection Law, instructors should go beyond procedural elements such as punitive damages and provide insight into the philosophical rationale underpinning consumer protection, including safeguarding vulnerable populations and achieving substantive justice. Case studies on merchant defaults in prepaid consumption, personal information misuse, and deceptive advertising can be used to foster students' understanding of contractual ethics, social responsibility, and civic awareness, encouraging them to internalize a people-centered perspective in their professional reasoning.
- 4) *Strengthening National Identity in Macro-Control Legislation:* In teaching Financial Law and Securities Law, educators should situate financial regulations and risk mitigation frameworks within the broader context of national economic security and systemic stability. By examining high-profile cases of financial crises or systemic risk events, students gain an appreciation for the critical role of stable macroeconomic conditions in safeguarding livelihoods and social order. This perspective not only deepens understanding of legal provisions but also cultivates a sense of responsibility for protecting national economic interests, encouraging students to integrate macro-level social consciousness into micro-level legal analysis.

### 3.2. Methodological Innovation: Interactive Teaching Models that Promote Student Value Cognition

Traditional didactic instruction is insufficient for fostering deep value internalization. Instead, the curriculum should employ interactive, student-centered pedagogical methods that present complex scenarios where legal and ethical dilemmas intersect, prompting active cognitive engagement and value-based reasoning.

- 1) *Case Matrices and Multi-Dimensional Seminars*: Develop "case matrices" that organize basic, controversial, and cutting-edge cases corresponding to a single legal principle. For instance, when teaching commercial bribery, examine not only typical violations but also cases in ambiguous zones, such as providing strategic business opportunities to clients. Seminars can then be held to debate legal, ethical, and societal implications, guiding students to reason critically about integrity, legality, and the broader public good.
- 2) *Immersive Scenario Simulations and Role-Playing*: Design highly realistic simulations, including public hearings on corporate misrepresentation or policy deliberations on regulating shared service platforms. Students assume diverse roles-regulators, entrepreneurs, investors, and consumers-requiring them to navigate the tension between legal compliance, economic incentives, and social responsibility. This experiential learning reinforces the social dimension of Economic Law and strengthens students' empathy and ethical discernment through active engagement with realistic legal contexts.
- 3) *Project-Based Learning Linking Theory and Practice*: Encourage students to undertake group projects on contemporary, real-world topics, such as the ESG (Environmental, Social, and Governance) practices of specific industries or legal frameworks governing algorithmic recommendation systems. By developing comprehensive legal and policy solutions, students must simultaneously consider economic efficiency, ethical responsibility, and social impact, achieving a holistic enhancement of knowledge, practical skills, and value orientation.

### 3.3. Assessment Integration: Evaluating Value Internalization

Assessment strategies must reflect the intrinsic value of ideological-political education, shifting focus from rote knowledge recall to the evaluation of ethical reasoning, social awareness, and practical application.

- 1) *Reflective Journals*: Require students to maintain journals where they critically reflect on ethical dilemmas encountered in case studies, simulations, or readings, linking these reflections to personal beliefs and anticipated professional roles. This practice fosters self-awareness, moral reasoning, and the internalization of social responsibility.
- 2) *Project-Based Assessment*: Assign group projects that compel students to analyze pressing economic legal issues, such as ESG compliance or regulatory innovation, and propose solutions that are legally sound, socially responsible, and ethically justified. Evaluation rubrics should explicitly incorporate criteria for ethical reasoning, value analysis, and societal impact, emphasizing the holistic development of professional judgment.
- 3) *Graded Participation in Debates and Simulations*: Actively evaluate students' contributions in interactive sessions, focusing on their ability to synthesize legal knowledge with ethical and social considerations. Participation assessment incentivizes engagement with complex problems, fosters argumentation skills, and reinforces the application of values in professional decision-making.

Through this tripartite framework of content reconstruction, methodological innovation, and assessment integration, Economic Law instruction evolves into a dynamic, value-oriented educational environment, where students acquire not only legal expertise but also moral discernment, civic responsibility, and a socially attuned professional ethos.

This approach ensures that ideological and political education is not an extrinsic add-on but a deeply embedded, practical, and transformative component of legal learning.

#### **4. Discussion**

The integration of Ideological and Political Education into the Economic Law curriculum, as proposed in this study, offers several noteworthy implications and insights that extend beyond immediate classroom practice. First, the process of content reconstruction and contextualization illustrates that the effective integration of ideological-political elements is not a matter of merely adding ethical commentary to legal instruction; rather, it requires identifying the intrinsic alignment between legal norms and societal values. This alignment underscores the importance of curriculum design that simultaneously advances students' legal proficiency and cultivates their ethical reasoning, civic awareness, and critical thinking skills.

Second, the adoption of interactive and student-centered pedagogical models highlights the role of experiential learning in internalizing values. Case matrices, role-playing, and project-based learning serve as cognitive and emotional bridges that connect abstract legal principles with tangible social and economic consequences. These methods foster reflective judgment, encourage the negotiation of conflicting interests, and allow students to appreciate the broader social, economic, and ethical dimensions of legal practice. In essence, the classroom transforms into a microcosm of society, where students can experiment with decision-making, observe systemic outcomes, and evaluate the impact of their legal reasoning in simulated real-world contexts.

Third, the integration of assessment mechanisms focused on value internalization emphasizes that learning outcomes should not be measured solely by knowledge acquisition. By incorporating reflective journals, project evaluations, and performance in debates and simulations, educators can capture students' progression in ethical reasoning, social responsibility, and professional judgment. This multidimensional assessment reinforces the notion that the cultivation of competent legal professionals is inseparable from the development of moral and civic consciousness.

Moreover, the discussion of this framework reveals several practical and theoretical challenges that warrant further exploration. For instance, balancing the depth of legal content with the breadth of ideological-political integration requires careful curriculum planning to avoid cognitive overload. In addition, the effectiveness of interactive methodologies may vary depending on class size, student engagement, and available resources, highlighting the need for adaptable instructional strategies. From a theoretical perspective, this study contributes to a more nuanced understanding of how values can be systematically embedded in professional education, yet empirical validation and longitudinal studies are necessary to assess the long-term impact on students' ethical decision-making and professional behavior.

Finally, the broader significance of this research lies in its potential to serve as a model for other disciplines that seek to integrate professional knowledge with ideological-political education. The principles of contextualization, interactive engagement, and multidimensional assessment can be adapted across fields, promoting a holistic educational paradigm that nurtures both technical competence and ethical maturity. By foregrounding the interconnectedness of law, society, and moral responsibility, this framework not only addresses the challenges of the "two separate layers of skin" phenomenon but also establishes a foundation for sustainable, value-driven professional education.

#### **5. Conclusion and Future Prospects**

This study has moved beyond theoretical advocacy to develop a concrete and actionable framework for integrating Ideological and Political Education into the Economic Law curriculum. By systematically reconstructing teaching content, innovating

student-centered pedagogical methods, and incorporating assessment mechanisms that evaluate the internalization of values, this framework addresses the long-standing challenge of the "two separate layers of skin" phenomenon, achieving a more profound and organic fusion of professional knowledge and moral education.

The significance of this endeavor is multifaceted. From an educational perspective, it provides a practical model for nurturing legal professionals who are not only proficient in the technicalities of Economic Law but also possess a well-developed moral compass, a keen sense of social responsibility, and a deep commitment to public interest. Such integration ensures that students' ethical reasoning and civic awareness are cultivated alongside their legal expertise, embodying the core principle of "fostering virtue and cultivating talents" within the higher education system.

From a practical standpoint, the proposed framework offers educators actionable strategies for curriculum design, instructional delivery, and assessment. By contextualizing legal norms within societal values, employing interactive case-based and project-oriented teaching methods, and evaluating both knowledge acquisition and ethical judgment, instructors can create a dynamic learning environment where students actively engage with the moral, social, and economic dimensions of law. This approach not only enhances classroom effectiveness but also prepares students to navigate complex, real-world legal scenarios with informed judgment and social sensitivity.

Looking forward, the implementation of this framework opens avenues for further research and development. Longitudinal studies could examine the lasting impact of integrated ideological and political education on students' professional ethics, decision-making, and contributions to social welfare. Comparative research across different legal disciplines and higher education institutions could identify best practices, adaptation strategies, and scalability potential. Moreover, as the social and economic environment continues to evolve, continuous refinement of curriculum content and pedagogical approaches will be necessary to ensure that the integration of values education remains relevant, impactful, and aligned with both national priorities and global standards.

In conclusion, embedding Ideological and Political Education within the Economic Law curriculum represents a strategic advancement in legal education. By uniting rigorous legal instruction with moral and civic cultivation, this approach contributes not only to the professional competence of future lawyers but also to the broader societal goal of nurturing ethically grounded, socially responsible, and civically engaged citizens who can contribute meaningfully to the development and stability of society.

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