

Practice and Exploration on Enhancing the Effectiveness of Ideological and Political Theory Courses in Private Higher Education in the New Era

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Abstract: Private colleges and universities, as an important part of the higher education system, It bears the important mission of training high-quality talents in applied undergraduate universities. This paper, combined with the practical experience of Guangzhou Business School in the of Ideological and political practice, mainly analyzes and discusses how to effectively improve the effectiveness of Ideological and political theory courses in private universities. Taking the “nine-in-one integration” of ideological and political education at Guangzhou Business School as an example , this paper investigates the problems existing in the current ideological and political courses in private colleges and universities, such as insignificant teaching effectiveness and insufficient student participation. Through the nine teaching links of "entry into teaching management system, entry into professional quality standards, entry into talent training programs" and so on, this paper forms a comprehensive and all-round education system covering the whole process of teaching. It is to emphasize the organic unity of ideological and political quality and professional ability on the level of teacher quality training; pay attention to the deep integration of ideological and political elements professional knowledge in the course design link; realize the coordinated innovation of value guidance and subject content in the textbook development, and finally establish a three-dimensional pattern of ideological political education in the whole process and all-round courses. The practice of the long-term mechanism of "nine entries and four integrations" ideological and political education that this model effectively enhances the professional fit and teaching appeal of ideological and

political education courses, and also promotes the value guidance function of professional courses. It has formed a development mechanism of coordinated development , In the aspect of ideological and political education, an effective way has been explored practice path for the development of ideological and political education courses in private education China.

Keywords: Private Higher Education; Nine Into Four Integration; Ideological and Political Education; Effectiveness; Synergistic Education

1. Introduction

Under the background of the new era, Private applied undergraduate colleges and universities, as an important force in China's higher education system , bear the important and mission of training high-quality applied talents. Establishing morality and educating people is the fundamental task of talent training in colleges and universities, The ideological and political theory course plays a very important role in guiding college students to establish correct outlooks on life and values and enhancing their sense of social responsibility, At present, there are a series of problems in the ideological political theory courses of some private colleges and universities: such as the disconnection between teaching content and actual needs, and the old-fashioned teaching methods, which lead the lack of classroom participation consciousness of students and the lack of obvious teaching effect. This situation not only affects the quality of talent training in colleges and universities, but also the subsequent development of private colleges and universities [1].

From the perspective of educational

development needs, enhancing the effectiveness of ideological and political education courses has dual functions. On the theoretical level, can build a synergistic effect mechanism. In the aspect of ideological education, crack the phenomenon of "two skins" that has long existed between ideological [2]. In the long-term school-running practice, the concept "double integration and double win" put forward by Guangzhou Business School emphasizes, on the one hand, the integration of elements such as national feelings and ethics into courses, and on the other hand, it emphasizes the integration of cutting-edge knowledge of professional development and industry practice ideological and political cases into ideological courses. This two-way interaction mode of ideological and political education provides new ideas and methods for the reform of ideological and political education in courses [3]. On the practical level, the improvement of the effectiveness of ideological and political education in courses directly affects the quality of talent training in colleges and universities. When we cultivate students who not only proficient professional skills but also have political recognition and a high sense of social responsibility, private colleges and universities can better adapt to the urgent demand for applied talents in the new [4]. Private colleges and universities should cultivate a large number of applied talents who understand technology and are clear about morality, and contribute to the development of Guang-Hong Kong-Macao Greater Bay Area, the Yangtze River Delta region, Beijing-Tianjin-Tangshan and other regions.

At present, Guangzhou Business School has gradually formed an all-staff, whole-process, and all-round pattern of ideological and political by revising teaching management systems, reconstructing talent training programs, and optimizing curriculum evaluation systems. This practical exploration of ideological and political courses not only provides rich practical experience for the reform and development of ideological and political education in applied undergraduate private colleges and universities, also points out new directions for the leap-forward development of applied undergraduate private colleges and universities.

2. Analysis of the Current Situation of the Reform of Ideological and Political Courses in Private Universities

2.1 Construction of the Theoretical Framework of the "Double Integration and Double Win" of Curriculum Ideology and Politics

In the process of reform and development of the ideological and political courses in applied undergraduate private universities, the construction of the "Double Integration and Double Win" theory a fundamental role. The theory of "Double Integration and Double Win" emphasizes the mutual integration and mutual penetration of ideological and political learning and professional knowledge learning. It requires the infiltration of ideological and political elements such as ideals and beliefs, ethics and morality into the teaching of professional courses, it requires introduction of industry development ideological cases and professional knowledge and skills into the ideological classroom. This integration model thoroughly breaks the segmentation state of knowledge imparting and leading in traditional education, and forms a new pattern of curriculum ideological teaching and [5].

In the specific implementation process, it includes three levels: First, at the stage of curriculum design, the professional talent training program is revised to the curriculum ideological elements and indicators that need to be integrated into each professional course, it is particularly required that the Ideological and Cultural content should be designed to integrate the professional characteristics of different majors. For example, the accounting major courses can be integrated with integrity and tax education, and the ideological and political courses select typical cases of corporate financial management for analysis. In terms of teacher training, Ideological and Cultural teachers and professional teachers communicate regularly, and both parties can improve the ideological and political quality of teachers through joint lesson preparation, mutual listening to classes and other ways. In the teaching evaluation link, value recognition and practical application can be constructed to highlight the examination of students' comprehensive quality [6].

Guangzhou Business School has formed a

distinctive practice model under the theoretical framework of “Double Integration and Double Win”. By integrating “spirit of craftsmanship” into the practical training of the School of Art and “sense of rule of law” into case study of the School of Law, the valueimation of professional courses’ ideological and political education has been realized. In the process of large ideological and political classroom teaching, Guangzhou Business School introduces frontier knowledge such the construction of Greater Bay Area enhances the attraction of the course to students. This two-way integration mechanism prompts students to further deepen their value recognition, enhance their political quality, and strengthen their professional recognition mastering professional skills, and ultimately the ideological and political goal of knowledge imparting and value guidance [7].

2.2 The Current Situation Analysis of the Dilemma of Ideological and Political Education in Private Colleges and Universities

In the process of teaching practice of Ideological and Cultural Education theory courses in private colleges and universities, we find that there are many difficulties private colleges and universities. Through student questionnaire surveys and classroom teaching observations, the authors found that some teachers in applied undergraduate colleges and universities reflected that the course content of Ideological and Cultural Education theory courses had little connection with the professional content, and were not interested in the learning process. and teachers “teach by the book” in the classroom. Students from the business administration of a private college in Guangzhou said in an interview: The ideological and political cases in the textbooks are mostly large central enterprises, which rarely involve private enterprises, are too irrelevant to our accounting major, and the knowledge explanation is difficult to arouse resonance. This disconnection between ideological and political content and professional knowledge points directly to a decrease in classroom participation, and many students are just passively listening to classes under the pressure of attendance.

There is also a significant gap between teachers' methods and the improvement of

teaching effectiveness. Although most teachers in colleges and universities have adopted multimedia teaching, in the 20 ideological and political classrooms randomly sampled by author, 80% of the classrooms still take one-way teaching as the main method. The data fed back by the students show that group discussions often becomeities, and most of the case analyses are standardized answers, lacking subjective questions and failing to effectively stimulate students' innovative thinking ability [8]. For example, in role-playing activity in a “Management Studies” course, students admitted: The performance script was set by the teacher in advance, and we only need to memorize lines, and we did not really understand the value and significance behind the role.

The construction of the curriculum ideological and political teaching staff is seriously lagging behind. Survey data show that the ideological and political teachers private universities generally undertake more courses and have great teaching pressure. The average weekly teaching hours of teachers in private universities have reached 18, and the time for preparing has been seriously compressed. Some universities, under the mode of combined classes, often have more than 120 students in a teaching class, which makes it difficult teachers to carry out personalized guidance. For example, in an interview, a teacher said helplessly to the author: It indeed impossible to elaborate on the cases related to the specialty in a class combined by several majors, and it is also difficult to organize efficient classroom interaction.

In practice, many universities have a tendency to “attach importance to form over effectiveness” [9]. Although the vast majority of universities have established practice bases, the actual operation visits and visits still stays on the surface. A university in Guangzhou once organized a visit to a red base. Students reflected that the visit process is usually fixed the three-step routine of listening to explanations, taking group photos, and writing reflections, which lacks in-depth participation and reflection links. The ideological and political education the school-enterprise cooperation is even more perfunctory. A student majoring in e-commerce said during his internship in a company that the enterprise tutor focuses on training and has never had an

in-depth communication with students on topics such as ethics or social responsibility. This rift between practice and theory further weakens the guiding value of ideological and political education [10].

3. Construction of a Long-term Mechanism for the "Nine-in-four-blended" Curriculum Ideology and Politics

3.1 "Double Integration and Double Win" Course Objectives Reconstruction Strategy

In the reform practice of Ideological and political education in private colleges and universities, the concept of "Double Integration and Double Win" has the key to solving the problem of teaching effectiveness. The concept of "Double Integration and Double Win" promotes the high integration of Ideological and political courses and professional in terms of their educational functions, enable students to form correct outlooks on life, values, and the world while mastering specialized knowledge and skills. In the process of restructuring teaching, applied undergraduate must focus on solving the problem of the separation between knowledge transmission and value guidance in course teaching. First, at the national level, it is necessary to highlight the cultivation of socialist core, and list core concepts such as political identity and cultural confidence as compulsory requirements for courses; second, at the professional level, it is necessary to integrate professional ethics standards on the characteristics of the industry, for example, setting up "Honest Accounting" assessment indicators in auditing professional courses, and adding "Network Transaction Commercial Ethics" module courses in network engineering professional courses; third, at the school level, it is necessary to establish a distinctive school-running goal based on the school's schoolrunning orientation, such as strengthening the cultivation of international vision in international business majors and shaping the spirit of great power craftsmen in engineering majors [11].

Private universities should adopt a two-way infiltration mode to integrate ideological and political education For example, in the teaching of the course "Political Economy", combined with the characteristics of the international trade specialty, the value and

significance of "the Belt Road" can be deeply analyzed; when explaining the optimization of the supply chain, the social responsibility of green logistics can be integrated into the professional courses of logistics management. can enable students to naturally understand their social responsibility while learning professional knowledge, and to truly feel the professional significance when improving their Ideological and Cultural Education literacy.

As for the of curriculum ideology and politics, colleges and universities can establish a dynamic adjustment mechanism. The teaching supervision group organizes full-time teachers and ideological and political teachers to together to prepare lessons from time to time every semester, and constantly updates the knowledge and case base of curriculum ideology and politics in combination with the dynamics of industry development. example, Against the backdrop of rapid development of the digital economy, information economy and artificial intelligence, teachers can timely include new policies such as national data security regulations and artificial intelligence AI ethics into the objectives of relevant professional courses. It can also track student growth records and record students' ideological and political literacy in their work, providing a basis for the realization of curriculum and political goals [12].

Through the reconstruction, students' enthusiasm for ideology and politics has increased, and their desire to learn professional knowledge has also increased Teachers reflect that the direction of curriculum design is clearer, and they can effectively grasp the balance between value guidance and knowledge imparting. Students reflect that the classroom content more practically guiding, especially in professional practice, they have realized the practical value of professional ethics norms, and students' professional ability and ideological and political literacy have improved simultaneously

3.2 Implementation Path of the Nine-step Initiative in the Teaching Quality Standards

Incorporating ideological and political elements into the professional teaching quality standard system is a key focus to ensure the implementation of the concept "nine entries and four fusions". Private universities can carry out through three aspects: standard

formulation, process monitoring, and effect evaluation, thus forming a closed-management system. In terms of standard formulation, private universities can organize professional teachers should work with teachers of public basic courses revise the teaching quality standards, and clarify the indicators of and political education integrated into the professional standards. For example, the accounting major can add the "professional ethics" assessment index, and the e-commerce major can increase ideological and political point of "compliance awareness of online transactions", so that the abstract value requirements can be transformed into specific teaching objectives.

In the implementation, the strategy of gradual infiltration can also be adopted. First, ideological and political education is integrated into the professional certification standards. For example, the concept of "sman spirit" is strengthened in the engineering major certification. Second, it is detailed in the curriculum objectives, which requires that each course set up a number of ideological political observation points. Third, it is implemented in classroom teaching, which requires teachers to indicate the ideological and political content in the teaching plan design. For example, in explanation of the "cross-border trade compliance awareness" knowledge point, the concept of "digital citizen responsibility" can be integrated into the teaching quality evaluation objectives, so the teachers can directly grasp the key points of the Ideological and Cultural education in the course.

Universities can organize industry experts, enterprise representatives, and representatives of teachers and students to hold teaching quality standard seminars every academic year and update the goal of ideological and political education in combination with the development trend of the specialty. For example, the logistics management specialty can add the teaching content of artificial intelligence ethics" to the original standard; computer specialty can set up the teaching content of "information social responsibility" in the original standard. The standard of curriculum and politics should be adjusted with the times, and the fit between the Ideological and Cultural education goal of professional courses and the actual demand should be improved.

In terms of cooperation between universities and enterprises, in the process of internship and training, private universities can clearly require enterprises to participate in ideological education, and require enterprises to include professional training in the internship and training assessment system. For example, a certified public accountant firm in Guangdong has formulated assessment content such as "customer privacy protection" and honest business and legal tax payment" during the student's on-the-job internship period, so that students can practice ideological and political education in a real scenario. In addition, some universities and enterprises jointly develop the "Course Ideological and Political Practice Guidance Manual", which transforms Ideological and Cultural education into behavior in work, significantly improving the ideological and political education effect of practical teaching.

The concrete manifestations in the above teaching practice show the internalization effect of ideological and indicators in the design of teaching objectives, and provide a solid support for the construction of a long-term mechanism of "nine advances and four integration" of curriculum ideology politics.

3.3 The Innovation of "Four-Integration" Collaborative Education Mode

In the process of building a collaborative education system for ideological and political education, the "Four Integrations" collaborative model innovation has become a measure to enhance the effectiveness of education. Guangzhou Business School has established a comprehensive, multi-level, and three-dimensional curriculum ideological and political education linkage in the practice of Ideological and Cultural education by breaking through the important links of teacher quality, textbook development, curriculum design, and student education. This has enabled the Ideological and Cultural education to truly be integrated into the whole process of talent training.

First, integrate teacher quality with curriculum ideological education. Guangzhou Business has established a curriculum ideological and political education system of "pairing and joint construction" between ideological and political teachers and professional teachers, and regularly carries out joint lesson preparation,

listening to classes, and other activities. For example, when law teachers and Ideological and Cultural teachers jointly develop the "Economic Law" course, on the one hand the teachers explain the legal provisions, and on the other hand, they integrate professional ethics cases in the process of legal compliance and legal operation of enterprises into the teaching. kind of mutual exchange has promoted the dual improvement of the teaching staff's "Ideological and Cultural quality professional ability".

Second, integration of curriculum design and curriculum ideology and politics. When formulating the curriculum standards for each major, Guangzhou Business requires all teachers to integrate ideological and political elements into the knowledge points of each course. For example, when the students of Class 2401 of Accounting taking the course "Advanced Financial Management", the teacher set up a special topic of "Analysis of Financial Fraud Cases of Listed Companies", and the deeply understood the professional value of the integrity norm in the discussion process; The students of Class 2403 of the E-commerce major were taking the course "Internet Marketing", and the teacher integrated the scenario simulation of "Consumer Rights Protection in Live Broadcasting with Goods", so that students can establish a compliance and legal awareness while mastering marketing knowledge and marketing skills. The perfect fusion of professional knowledge and Ideological and Cultural education has benefited students a lot, and their interest in learning has been greatly enhanced, and the learning outcomes have been surprisingly good.

Third, integration of textbook development and curriculum Ideological and Cultural. In the process of revising textbooks, the school has set up a writing team composed of discipline experts and ideological and political teachers, systematically sorting out the ideological quality knowledge points in the courses. example, in the school-based textbook "Logistics Management Practice", a chapter on "Green Logistics and Sustainable Development" has been added, and a carbon calculation training module has been added to the book, integrating the concept of ecological civilization into the training of professional skills. This mode of textbook development not

only ensures the integrity disciplinary knowledge, but also achieves the implicit indoctrination of values.

Fourth, integration of student education with curriculum ideology. Guangzhou Business School has built "Curriculum Ideology Practice Base" with to transform internship into ideological education scenarios. For example, when students intern at JD.com, JD mentors not only guide students' operational skills but also explain the importance intellectual property protection with real transaction data from the enterprise, so that students can shape their professional quality and internalize their values "in a gentle rain" while solving practical, and form a composite capability structure of "professional skills ideological quality".

The innovative "Four-in-One" model of collaborative education has significantly enhanced the school's educational outcomes. In the process of practice, teachers reflect that the curriculum design ideas are more open, and students feedback that the classroom content is more guiding. This integration model of curriculum ideology provides a practical path that can be operated and applied to solve the realistic dilemma of separating ideological quality education from specialized education in private universities [13].

4. The Realistic Path of the Three-dimensional Development of Curriculum Ideology and Politics

4.1 Methods for Integrating Professional Courses with Ideological and Political Elements

The scientific curriculum design method is the key support to promote the organic integration of professional courses and ideological and political elements to achieve "double integration double win". The long-term practice of Guangzhou Business College proves that through the three paths of Ideological and Cultural teaching design, ideological and political element mining and Ideological and Cultural situation simulation, the problem of traditional teaching and Ideological and Cultural education and professional learning can be effectively solved. In terms of Ideological and Cultural teaching, we should first understand the training objectives and reverse teaching design from

the training objectives. The professional teacher team can first determine the Ideological and Cultural training objectives. For example the cross-border e-commerce specialty can set the Ideological and Cultural goal of "cultivating a compliance business consciousness"; the logistics management specialty can set the and political goal of "strengthening the responsibility of green supply chain"; the accounting specialty can set the "listed company financial fraud case" analysis, so students can understand the importance of integrity standards.

In terms of the mining of ideological and political elements, colleges and universities can establish an ideological and political teaching team consisting of industry experts, teachers, and Ideological and Cultural teachers, and systematically sort out the Ideological and Cultural knowledge points contained in professional courses. For example, in the "Marketing" module of the "E-commerce Practice" course, consumer rights protection knowledge points can be extracted, and "Cross-border Payment" knowledge points can national economic security ideological and political knowledge points; "Warehouse Optimization" in the "Logistics Management" course can mine "Energy Saving and Emission Red Responsibility" Ideological and Cultural knowledge points; "Transportation Management" courses can mine "Traffic Safety Awareness" ideological quality knowledge points, and so on. In terms of the simulation of ideological and political situations, different methods such as case teaching, role-playing, and project training can be adopted to let students feel the of ideological and political work in real situations. For example, in the teaching of "Data Security" courses, teachers can organize students to write "Personal Information Protection Letters", and this "learning by doing" teaching design enables students to complete the learning of ideological and political goals while mastering professional knowledge.

4.2 Construction of a Long-term Mechanism for the "Nine-in-four-blended" Curriculum in Guangzhou Business School

In the construction of the "nine-in, four-integrated" curriculum system with long-term mechanism of Ideological and Cultural in

Guangzhou Business School, the school has built a tripartite system of "system-standard-implementation", which realizes the full process of Ide and political education through systematic design. The school unifies and amends the teaching management system, and includes the requirements of Ideological and Cultural education at the end the semester into the teacher's assessment indicators. In the quality standards of professional teaching, it adds the "effect of implementing Ideological and Cultural education in courses" an observation point to ensure that the guiding orientation of educating people runs through the whole process of talent cultivation.

In the practice of curriculum Ideological and Cultural education teaching Guangzhou Business School has initially formed the "dual mentor collaborative training" mode, which is designed by school teachers and enterprise mentors to design the teaching process of the together. For example, In the cross-border e-commerce student training base, and the teachers in the school combine the transaction data to explain the national security issues. The dual mentor system of school and enterprise enables students to understand theological and political content in professional courses well in a real working scene, so as to achieve the goal of educating people. The school organizes a meeting on Mental quality practice teaching every semester, and updates the Ideological and political teaching cases in time according to the actual situation. For example, when there a problem of false propaganda in live broadcasting, teachers increase the "honesty education design" module in e-commerce training; in warehousing training, they the "artificial intelligence ethics" discussion link.

After three years of practice, the long-term mechanism of curriculum ideological and political education with the characteristics of "nine imports and four integration" has enhanced the educational outcomes. For example, students consciously integrate the ideological and political elements of "cross-border trade compliance" into the business plan when participating in theangdong-Hong Kong-Macao Greater Bay Area Cross-border E-commerce Innovation and Entrepreneurship Competition. Graduates of the logistics major will consciously develop sense of safety responsibility during their internship. These outcomes prove that the long-term mechanism

of curriculum Ideological and Cultural education with the characteristics of "nine imports and four integration has achieved remarkable results in value guidance and ability cultivation.

5. The Reform Achievements and Future Prospects of the Ideological and Political Theory Course in Private Colleges and Universities

At present, the reform of Ideological and Cultural courses in private colleges and universities has achieved preliminary results through long-term practice exploration. The practice of the long-term mechanism of "nine entries and four fusions" of Mental quality courses in Guangzhou Business School has proved that the organic integration of the school's teaching management system, including personnel training, teaching syllabus, curriculum standards, and professional curriculum Ideological and Cultural education, can effectively the effectiveness of Ideological and Cultural education. When ideological and political elements are fully integrated into personnel training, students receive value Careful guidance in the learning process; and the teaching staff through the "nine entries and four fusions" Mental quality courses, can maintain curriculum learning and value guidance in the curriculum teaching design, enhancing the interest andiveness of the classroom.

Looking forward, the ideological and political curriculum of private colleges and universities needs to be innovative in three aspects. First, it is necessary to a long-term mechanism for the improvement of teachers' Mental quality curriculum ability. Teachers from different colleges and different majors work together to lead the Mental quality curriculum enhance the awareness of educating people. Second, it is necessary to Enhancement the application of intelligent teaching methods in classroom teaching, develop a resource library combining professional cases with and political cases, and teachers can use digital technology to create immersive learning scenarios to enhance the attractiveness of the classroom. Third, further improve the dynamic adjustment system of ideological literacy curriculum. and include the value choices of students participating in ideological and political curriculum practice, and the professional qualities shown in

enterprise internship and employment into evaluation indicators of ideological and political effects, to form a comprehensive and full-process ideological and political evaluation closed loop covering the entire teaching process. Guangzhou Business School gradually formed a comprehensive "three-education" as the leader, and continuously strengthened the ideological and political goals of "all-staff practice education, whole-process-oriented, comprehensively cultivate students' abilities, and ideological and political quality into adults" in teaching practice under the long-term practice of "nine entries and fourusions" of ideological and political courses, and has formed a comprehensive "big ideological and political curriculum" talent training system of professional curriculum education, teaching practice education, scientific atmosphere education, psychological quality education, careful service education, and organizational management education .

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