

# **Research on Integration of Huizhou Culture into Ideological and Political Courses in Primary, Secondary and Higher Education Institutions: Exploration Based on the "Big Ideological and Political Education" Practice Education Base**

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**Abstract:** Ideological education courses serve as pivotal programs for fostering moral development and nurturing talents. Promoting integrated ideological education across primary, secondary, and higher education institutions in the new era represents both a crucial implementation of national educational area and an inherent requirement for enhancing educational outcomes. Huizhou culture, as one of the three prominent regional cultural traditions, boasts profound depth and enduring legacy, containing abundant educational resources. Grounded in Huizhou's cultural context and combining practical experiences from comprehensive ideological education initiatives and base-based pedagogical practices, this study employs SWOT analysis to explore the feasibility and pathways for integrating Huizhou culture into the ideological education framework across educational levels. The findings provide valuable insights and actionable references for incorporating regional cultural elements into the unified ideological education system.

**Keywords:** Basic and Higher Education; Integrated Ideological and Political Education; Huizhou Culture; Creative Transformation; Innovative Development of Traditional Culture

## **1. Introduction**

Committing to education in serving China's modernization is the fundamental starting point and ultimate goal for accelerating the building of an education powerhouse in the new era. The General Secretary emphasized: "China's outstanding traditional culture embodies the

wisdom and essence of Chinese civilization, serving as the root and soul of the Chinese nation, and providing the foundation for us to stand firm amidst global cultural turbulence." During his inspection tour in Anhui, he called for promoting the creative transformation and innovative development of Huizhou culture. As higher education institutions located in the ancient Huizhou region, it is our inescapable duty and mission to deeply explore the contemporary value of Huizhou culture, inherit and innovate its traditions, and integrate Huizhou's excellent traditional culture into campuses, classrooms, and textbooks.

## **2. Research Background**

Ideological and political education courses serve as pivotal programs for fostering moral integrity and nurturing talents. Leaders have issued important directives regarding curriculum development in this field. The comprehensive enhancement of ideological-political work systems and the integrated advancement of ideological education across primary, secondary, and higher education institutions constitute critical strategic initiatives. Establishing a unified ideological education framework spanning all educational levels to fully leverage the transformative role of comprehensive ideological education remains a key component in implementing these policies. Currently, the integration of ideological education across educational tiers is still in its exploratory phase, lacking a cohesive, systematic, and highly feasible teaching system. The path toward achieving comprehensive ideological education integration remains long and challenging.

Exploring the integration of ideological and

political education across primary, secondary, and higher education institutions constitutes an inescapable sacred duty for all educators in this field. We must transcend rigid frameworks, adapt to local conditions, and boldly experiment by leveraging regional characteristics and cultural resources to develop effective, replicable models for unified ideological education systems. The Chinese government emphasizes the need to "preserve the continuity of Chinese cultural heritage and promote the creative transformation and innovative development of outstanding traditional culture." To build a cohesive community for integrated ideological education, we must continuously draw nourishment from China's rich traditional culture, uphold the principle of "using the past to serve the present while innovating," embrace openness and inclusiveness, and persist in upholding core values while fostering innovation—thereby driving the creative transformation and innovative development of China's traditional cultural legacy.

Hometown is the root and soul of an individual, with its culture deeply rooted in the most profound, enduring, and authentic emotions within every heart. Cultivating patriotic sentiments begins with enhancing understanding of one's hometown and nurturing profound emotional connections. For young people, loving their hometown, studying its historical legacy, and experiencing the patriotic ideals of ancient ancestors can serve as powerful motivation for progress. As one of China's three major traditional academic disciplines, Huizhou culture boasts a long history and rich heritage. The ancient Huizhou region preserves remarkably intact cultural relics and historical resources, particularly embodying timeless virtues like loyalty, filial piety, integrity, and patriotism, along with the spirit of Huizhou camels. These values continue to offer practical guidance for modern society, emphasizing integrity, public welfare, education, and community harmony. Notably, new-generation Huizhou entrepreneurs led by Zhan from the Hainan Huizhou Business Association and Hainan Huizhou Culture Research Society have gathered political elites, cultural luminaries, and new Huizhou merchants through hometown visits to reconnect with roots, revisit memories, and embrace cultural heritage. Their collective efforts in investing in and contributing to hometown development

highlight the vital importance of sustaining patriotic sentiments and promoting Huizhou culture.

In the new era, we must harness the educational value of Huizhou culture by leveraging universities' pivotal role in student development. Through storytelling and cultural dissemination, we should preserve the historical legacy and exemplary virtues of Huizhou's sages in primary and secondary schools. By integrating theoretical instruction with practical observation, we can achieve the unity of knowledge and action. This approach not only enhances the effectiveness of ideological education but also actively promotes traditional culture, strengthens cultural confidence, and cultivates students' patriotic spirit.

### **3. Research Status**

Current academic research on the integration of ideological and political education across primary, secondary, and higher education institutions has yielded abundant findings, with scholars exploring various perspectives. Li Yuan and Chen analyzed the objectives of collectivist education at different educational stages, proposing an integrated framework encompassing learning communities, collective culture, behavioral norms, and practical activities through four key dimensions: classroom instruction, cultural immersion, daily life experiences, and social practice [1]. Scholars Wei and Zhang examined pathways for developing ideological and political courses in higher education institutions from the perspective of curriculum integration [2]. Han and Wu highlighted the value and structural design of such integration in primary and secondary schools, emphasizing vertical alignment through unified teaching objectives, standardized curricula, cohesive faculty development, and institutional mechanisms. [3] Li et al systematically defined the conceptual framework for curriculum integration across educational levels. [4] Regarding the incorporation of traditional and regional cultures, current research focuses on: Hu's analysis of cultural cultivation priorities across educational stages, advocating for integrating China's outstanding traditional culture into ideological education through curriculum synthesis and teacher training programs. [5] Wei and Wang explored methodologies for embedding revolutionary culture into

ideological education systems. [6] Liu and colleagues examined the theoretical and practical foundations of leveraging traditional Chinese medicine culture to enhance ideological education integration. [7] Zhao conducted research on integrating local revolutionary culture into the ideological and political education curriculum across primary, secondary, and higher education institutions. He proposed an analytical framework for this integration, emphasizing the unity of overarching top-level design with stage-specific differences, as well as the alignment of coherent teaching content with progressive cognitive development levels [8].

Overall, most scholars have conducted theoretical explorations without integrating practical educational applications. As one of China's three major cultural traditions with relatively intact preservation, Huizhou culture exhibits distinct regional characteristics and uniqueness. Research on integrating Huizhou's outstanding cultural heritage into ideological and political education systems across primary, secondary, and higher education institutions remains scarce. Based on practical experiences from Huangshan University's Comprehensive Ideological Education Practice Base, this study analyzes the feasibility of incorporating Huizhou's traditional culture into integrated ideological education curricula. It identifies existing challenges and shortcomings while proposing targeted solutions and concrete implementation measures.

#### **4. SWOT Analysis of Integrating Huizhou Culture into Ideological and Political Education Courses across Primary, Secondary, and Higher Education Institutions**

Building upon the collaborative foundation established between Huangshan University and Huangshan Bainiaoting Primary School for the joint development of a comprehensive ideological and political education practice base, this study has achieved remarkable results through preliminary explorations of integrating Huizhou culture into primary school curricula. These initiatives include organizing university students to deliver lectures on Huizhou cuisine and cultural heritage figures in classrooms, alongside introducing traditional folk customs during festivals. Such practices have yielded substantial outcomes and accumulated practical

experience. The integration of Huizhou culture into ideological and political education across all educational levels represents a valuable and innovative approach, as there are no established precedents to follow. Characterized by distinct regional features, its feasibility can be further evaluated through SWOT analysis.

#### **4.1 Strengths Analysis**

##### **4.1.1 Geographical advantages**

Located in the ancient Huizhou region, Huangshan City boasts profound historical heritage and well-preserved traditional Huizhou cultural resources. The city features distinctive Huizhou-style architecture with white walls and black tiles, along with exquisite brick carvings, wood carvings, and stone carvings. It also preserves the time-honored Xin'an Medicine tradition, the Huang Binhong painting school, and the unique flavors of Huizhou cuisine. Additionally, it is home to cultural luminaries such as Zhu Xi, Dai Zhen, Hu Shi, and Tao Xingzhi. These elements not only represent invaluable historical legacies of Huizhou but also serve as vibrant, multidimensional cultural resources that enrich the integrated development of ideological and political education courses. Fully exploring and creatively transforming educational resources from Huizhou culture to enhance its pedagogical value, while creating practical and accessible ideological education programs, holds significant importance for improving the effectiveness of ideological and political education.

##### **4.1.2 Talent advantage**

In the new era, promoting integrated education systems across primary, secondary, and higher education institutions requires universities to take the lead in consolidating and optimizing educational resources. As a regional applied university, Huangshan University has consistently prioritized tourism, ecology, and Huizhou culture as its distinctive educational features. The institution actively explores educational resources within Huizhou culture, achieving remarkable progress in cultural research and pedagogical practices. Committed to serving local communities, the university leverages its intellectual, talent, and resource advantages to foster robust collaborations among educational institutions, local governments, and enterprises. It houses research platforms such as the Anhui Provincial

Intangible Cultural Heritage Research Center, which has attracted a group of Huizhou culture experts and enthusiasts, playing a vital role in advancing cultural preservation and dissemination.

#### 4.1.3 Platform advantages

To promote interdisciplinary collaboration in ideological and political education across primary, secondary, and higher education institutions, Huangshan University has signed a cooperative education agreement with Huangshan Bainiaoting Primary School, establishing a comprehensive ideological practice base. Leveraging the university's talent pool and resource advantages, this initiative integrates specialized academic strengths to form student teams dedicated to introducing Huizhou culture into elementary classrooms. Through delivering cultural programs and science education modules for young learners, the project aims to create a pioneering platform for integrated ideological education across educational levels. By strengthening university-local partnerships, the initiative synergizes institutional resources while fulfilling universities' dual roles in cultural preservation and community engagement. This collaborative approach delivers tangible educational outcomes and fosters a cohesive educational ecosystem that bridges academic disciplines and societal needs.

## 4.2 Weakness Analysis

### 4.2.1 Integrated ideological and political education framework remains unestablished

Current efforts to integrate ideological and political education for college students have yet to achieve comprehensive planning, design, and exploration through top-level strategic coordination. Although leaders at all educational levels acknowledge the importance, effective consensus and collaborative educational efforts remain lacking. In Chizhou City, they established a community for ideological and political courses in universities, middle schools, and primary schools, secondary, and higher education institutions and launching various initiatives, a sustainable operational mechanism has not been established. The Integrated Teaching Evaluation Activity for Ideological and Political Education from December 10 to 11, 2024, jointly organized by Chizhou Municipal Education Bureau and Chizhou University, marked China's pioneering

attempt to translate integrated ideological and political education from concept into practice. This initiative implemented unified teaching designs and lesson preparations for the same knowledge points and instructional themes across four educational stages (university, high school, middle school, and elementary school), achieving true consistency in knowledge delivery, value orientation, and educational objectives. Through cross-stage teaching practices, the program effectively showcased ideological and political education content tailored to each educational level, highlighting distinctive teaching characteristics and educational highlights while identifying existing challenges. It particularly revealed operational bottlenecks and difficulties in implementing integrated ideological and political education across different academic tiers, laying a solid foundation for teachers to collaborate and optimize implementation strategies.

### 4.2.2 Lack of collaborative exchange mechanisms among talent teams

Influenced by management systems and evaluation frameworks, ideological and political education teachers across different educational stages exhibit distinct priorities: university faculty focus on teaching, research, and social services; secondary school teachers concentrate on exam preparation; while primary school educators emphasize moral education and foundational development. This has resulted in fragmented integration mechanisms for ideological and political education across primary, secondary, and higher education levels. Compounded by teachers' daily instructional demands, these educational systems demonstrate disjointed teaching chains, isolated approaches, and insufficient organic connections. Although national authorities prioritize integrated ideological education development, the absence of effective communication channels among educators—coupled with limited exchanges on pedagogical philosophies and teaching methodologies—has led to unclear understanding and unrefined strategies for aligning curriculum materials and instructional priorities across educational stages.

### 4.2.3 Challenges in popularizing huizhou culture

Existing Huizhou cultural resources are predominantly presented through academic theories, original local chronicles, or classical

texts, lacking accessible reading materials for primary and secondary school students. This has somewhat hindered the cultural accessibility and readability of Huizhou heritage. While theoretical research on Huizhou culture is relatively abundant, primarily concentrated in universities and research institutions across provinces, studies focusing on its popularization and promotion remain scarce. China currently lacks specialized popular publications dedicated to Huizhou culture, and the cultural dissemination efforts have yet to achieve widespread momentum.

### **4.3 Opportunity Analysis (Opportunities)**

4.3.1 The integration of ideological and political education has been incorporated into educational plans at all levels

Currently, the Ministry of Education, the Publicity Department of the CPC Central Committee, and the Anhui Provincial Party Committee Education Working Committee attach great importance to the development of integrated ideological and political courses. In line with local realities, they have issued relevant institutional documents outlining the construction content and operational requirements for such courses across primary, secondary, and higher education institutions. These measures emphasize the promotion of outstanding traditional culture and distinctive cultural resources, encourage college students to deliver ideological and political lectures, and provide crucial policy support to advance the integration of ideological and political education across educational stages.

4.3.2 The Chinese government actively promotes the creative transformation and innovative development of traditional culture

What is ethnic is universal. Currently, the nation places high importance on traditional culture and has issued a call for creative transformation and innovative development. This approach involves integrating Huizhou culture with contemporary needs and developmental requirements to infuse it with renewed vitality. Demonstrating Huizhou culture's role in moral education and fostering patriotic sentiments exemplifies its practical application. As a vital component of traditional culture, Huizhou culture embodies invaluable spiritual assets: the integrity-based ethos of treating others with sincerity, the craftsmanship spirit of pursuing excellence, the collaborative

team spirit, the philanthropic ethos of generosity, the harmonious yet diverse spirit of unity, the resilience of the Huizhou camel tradition, the pioneering spirit of innovation, and the patriotic commitment to addressing national challenges. These elements resonate with modern values, complement each other effectively, and possess the essential characteristics for achieving creative transformation and innovative development.

4.3.3 Significant achievements in huizhou studies research

As a culturally rich province, Anhui Province has placed high priority on Huizhou culture research, establishing the Anhui Huizhou Society and the Institute of Cultural and Historical Studies. Research centers are primarily hosted by universities such as Anhui University, Anhui Normal University, and Huangshan University, with the Huangshan University Branch Center of the China Huizhou Studies Research Center. These initiatives have gathered multiple Huizhou studies research teams, yielding notable academic achievements that lay a solid foundation for promoting Huizhou cultural heritage.

4.3.4 Volunteer team support

As a teacher of ideological and political education, the author is passionate about the dissemination and creative transformation of Huizhou culture, which has led to the formation of a group of university student volunteers dedicated to promoting Huizhou cultural heritage and enlightenment. These volunteers come from diverse academic disciplines, professional fields, and student organizations, yet all share a commitment to advancing traditional culture as a public welfare initiative, thereby establishing a sustainable mechanism.

### **4.4 Threat Analysis (Threats)**

4.4.1 Regional constraints

The integration of Huizhou culture into ideological and political education curricula across primary, secondary, and higher education institutions demonstrates unique characteristics with pronounced regional distinctiveness. This approach primarily leverages existing material carriers and spiritual cultural resources of Huizhou culture to enhance practical education outcomes, offering valuable insights for similar initiatives in other regions. However, its lack of replicable and scalable models may lead to insufficient

attention from higher authorities or perceived impracticality. Through preliminary explorations, the author has achieved significant educational results. Moving forward, we will consolidate and expand these practices to promote Huizhou culture in classrooms, enabling students to appreciate traditional culture, deepen their understanding and affection for their hometown, and ultimately cultivate genuine love for family, nation, and people.

#### 4.4.2 Similarity studies

Currently, some scholars have conducted relevant research primarily from the perspective of integrating red cultural resources into the ideological and political education curriculum across primary, secondary, and higher education institutions, with limited exploration into the integration of traditional culture. The integration mechanisms of red cultural resources exhibit certain similarities with those of Huizhou culture, which can provide valuable references for this study.

### **5. From Concept to Practice: Practical Pathways for Integrating Huizhou Culture into Ideological and Political Education Across Primary, Secondary, and Higher Education Institutions**

To advance the integrated development of ideological and political education across all educational levels, it is essential to adopt a holistic approach to "comprehensive ideological education," focusing on leveraging diverse resources to achieve synergistic integration of educational assets. As the historic capital of ancient Huizhou, Huangshan City boasts profound cultural heritage and well-preserved traditional Huizhou cultural resources, providing abundant educational assets for this initiative. Therefore, fully exploring and utilizing Huizhou culture's educational potential while enhancing its pedagogical functions remains crucial.

Currently, Huangshan University and Bainiaoting Primary School have jointly established a practical education base focusing on Huizhou culture, including its historical landmarks, cuisine, revolutionary heritage, historical evolution, traditional sports, and opportunities for studying in Anhui. The initiative involves university students delivering courses directly in primary school classrooms. Drawing from practical experience, the author

suggests that Huizhou culture can play a significant role in the Basic and Higher Education; Integrated Ideological and Political Education:

#### **5.1 Strengthen Top-Level Design and Establish a Long-Term Working Mechanism**

##### 5.1.1 Establishing a clear accountability framework for interactive mechanisms

To deepen the integration of ideological and political education, the key lies in defining organizational leadership structures that ensure responsibilities are assigned to specific academic units, positions, and individuals across all educational stages. Strengthening coordinated planning, the integration of ideological and political courses in primary, secondary, and higher education institutions should be incorporated into schools' medium-to-long-term plans and annual work schedules as a foundational priority. This initiative is transitioning from conceptual frameworks to practical implementation, with accelerated deployment efforts from the Ministry of Education to the Anhui Provincial Department of Education. Schools at all levels must develop actionable implementation plans that not only respond to higher-level policies but also fulfill their fundamental mission of fostering moral education and establish a spiral-driven, integrated ideological education model. Clear institutional accountability through leadership commitment will significantly enhance the effectiveness of this comprehensive educational integration.

##### 5.1.2 Building a practical and efficient educational framework.

The integrated development of ideological and political education across primary, secondary, and higher education institutions constitutes a complex systemic project requiring vertical alignment throughout all academic stages and horizontal integration among schools, families, and societal sectors. A collaborative framework should be established with universities as the primary leaders, local education authorities as the main implementers, and broad participation from all educational levels. Universities should leverage their expertise in full-time ideological and political education faculty by providing comprehensive intellectual support to K-12 teachers through mentorship programs, collaborative lesson planning, differentiated instruction approaches, thematic seminars, and

professional development workshops, thereby enhancing the professional competence of K-12 educators. Regarding educational management efficiency, local education bureaus as regional authorities must play a leading role in coordinating ideological education integration and standardizing school education systems. From the perspective of talent cultivation echelons and educational capabilities, universities—as the ultimate talent cultivation entities—should serve as pivotal players in this integration process. They must implement the Outcome-Based Education (OBE) philosophy, maintain outcome-oriented pedagogical approaches, and refine the decomposition of ideological education objectives across primary and secondary school stages.

## **5.2 Scientifically Planning Ideological and Political Education Objectives and Teaching Designs across Educational Stages**

### **5.2.1 Defining ideological education objectives by educational stage**

Establishing clear ideological education goals for each academic stage serves as the fundamental prerequisite for achieving seamless integration of ideological education across educational levels. To effectively incorporate Huizhou culture into the ideological education curriculum from primary to higher education, it is essential to define specific responsibilities and missions for each stage. At the elementary level, the focus should be on cultivating moral awareness through intuitive, visual, and experiential teaching methods that present Huizhou cultural elements in accessible ways. Schools should leverage local cultural resources such as Huizhou-style architecture, couplets, historical anecdotes of local figures, cultural exhibition halls, and Huizhou cuisine museums. This approach enables students to engage with Huizhou culture during classroom learning and experience its charm through immersive exhibits, thereby strengthening cultural and national identity. The middle school stage should emphasize in-depth exploration of Huizhou culture's rich heritage, including historical records and notable contributions of Huizhou merchants and figures, fostering deeper understanding of traditional culture and cultural belonging. High school curricula should address challenges in preserving and innovating Huizhou culture while developing students' critical thinking and creative abilities.

At the university level, introducing Huizhou culture courses at regional universities allows students to study its profound history and cultural significance from multidisciplinary perspectives, cultivating interdisciplinary thinking. Students should be encouraged to participate in social initiatives promoting traditional Huizhou culture, ultimately nurturing young talents with strong social responsibility and global vision.

### **5.2.2 Developing thematic teaching designs for different educational stages**

Effective instructional design tailored to various academic stages is crucial for achieving integrated ideological and political education across primary, secondary, and higher education institutions, representing both a key priority and significant challenge. Educators at different levels should adopt a holistic educational philosophy, focus on ultimate educational objectives, precisely define teaching goals specific to their respective stages, and scientifically develop instructional plans. A comprehensive approach should be adopted to creatively transform Huizhou cultural heritage. Key strategies include: First, clarifying the concept and essence of integrated ideological education across educational levels. Given differences in textbooks and curriculum content between primary, secondary, and tertiary institutions, seamless integration of every lesson and knowledge point is unrealistic. Such rigid alignment not only creates teaching difficulties for educators but also hinders practical implementation, potentially undermining educational outcomes. Successful integration requires pooling strengths from qualified teachers across stages, identifying common themes and transferable elements from different curricula, and establishing thematic teaching frameworks. These frameworks must specify learning objectives and key challenges for each educational stage.

### **5.2.3 Regularly conduct collective lesson refinement**

The integration of ideological and political education across primary, secondary, and higher education institutions requires coordinated efforts from universities, education authorities, and schools. Clear role definitions and responsibilities must be established to ensure collaborative implementation. Universities should serve as think tanks for theoretical research and become the source of

innovative ideas for educational integration. While current academic research on Huizhou culture has achieved notable results, it remains overly focused on theoretical and historical perspectives. Practical applications in teaching practices and creative transformation of Huizhou culture still require further exploration. This necessitates popularizing Huizhou culture through accessible publications and educational references. Concurrently, building top-tier faculty teams is crucial. Regular exchange seminars for educators should be organized to explore integrated lesson planning mechanisms, analyze challenges in unified teaching practices, and develop solutions. By refining premium courses and combining standardized materials with customized resources, educational effectiveness can be enhanced. Outstanding university students should form service teams to deliver specialized Huizhou culture courses in schools, transforming them from passive recipients of ideological education into active participants, promoters, and practitioners.

#### 5.2.4 Promoting bidirectional integration of ideological and political education

Enriching teaching content and strengthening practical instruction. The integration of ideological and political education across primary, secondary, and higher education institutions represents a two-way educational process for universities. By organizing college students to participate in "Huizhou Culture in Classrooms" practical activities, universities have transformed theoretical concepts into tangible practices for ideological education, facilitating student role transitions while deepening their cultural identity and understanding of ideological work. Simultaneously, when students engage with primary and secondary schools, their involvement extends beyond Huizhou culture dissemination to include specialized science popularization activities tailored to academic disciplines. This not only facilitates knowledge transfer from universities to elementary schools but also enhances students' social responsibility and sense of mission, achieving dual benefits of competency development and moral education. In the digital era, integrated educational systems should leverage smart technologies to empower all elements of ideological education—including teaching subjects, content, formats, and delivery channels—to optimize resource utilization efficiency [9]. Innovating

resource-sharing platforms and applying digital technologies to collaborative teaching initiatives further advance comprehensive educational integration across educational levels. It is an important means to promote the integrated and collaborative construction of ideological and political courses in universities, middle schools, and primary schools [10].

## 6. Conclusion

Fostering moral integrity and nurturing talents stands as the sacred duty and honorable mission incumbent upon every educator. The integration of ideological and political education across primary, secondary, and higher education institutions presents a new challenge for teachers in this field. It requires proactive exploration and bold experimentation by educators from all educational levels to identify effective pathways for curriculum integration. By establishing specialized educational platforms and organizing Huizhou cultural practice activities, incorporating Huizhou heritage into ideological education systems offers a valuable and actionable approach for contemporary ideological cultivation. This initiative not only expands the scope of comprehensive ideological education frameworks but also provides meaningful insights into creatively transforming Huizhou culture while maximizing the educational impact of traditional cultural heritage.

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