

The Basic Logic, Epochal Value and Practical Path of the Integrated Construction of Ideological and Political Education in County Universities, Secondary Schools and Primary Schools

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Abstract

As a foundational unit in education, the county plays a vital role in supporting policies and integrating local resources. This role helps eliminate educational barriers between different school levels and addresses existing challenges in ideological and political education, such as fragmented content and duplicated teaching methods. This paper examines the importance of integrating ideological and political education into primary and secondary schools, emphasizing the need for innovative approaches in the new era. It suggests that the key to successful integration lies in adapting the system, optimizing resource use, and aligning educational content with real-world needs. Moreover, the integration of ideological and political education within primary and secondary schools must consider both historical context and the strategic necessity of preparing students for global challenges. By optimizing teaching methods and facilitating resource sharing between urban and rural areas, we can promote the development of teachers, as well as ideological and political education. This will enable the cultivation of new-age talent, strengthening the county's educational system while aligning with both national and global perspectives.

Keywords

County; ideological and political education; value of the times; practical paths.

1. Introduction

The deepening of ideological and political education is the core link and internal requirement for implementing the fundamental task of cultivating morality and educating people, an important way to improve the talent training of socialist builders and successors, and a response to the national needs of the comprehensive construction of socialist modernization. It provides a reserve force with firm political beliefs and strong capabilities for the development of the party and the country, and provides a fundamental guarantee for achieving the second centenary goal. "In January 2025, the Outline of the Plan for Building a Powerful Nation in Education (2024-2035) issued by the CPC Central Committee and the State Council clearly stated that it is necessary to systematically improve the curriculum standards of ideological and political courses in primary and secondary schools, optimize the overall design of ideological and political courses in colleges and universities, actively promote the reform and innovation of the integrated ideological and political courses in primary, secondary and high schools, and create a number of "big ideological and political courses" brands.

In China's educational system, counties serve as a crucial unit in nurturing students' ideological and moral development, as well as promoting socialist core values. They play an essential role in ensuring both vertical integration and horizontal coordination in ideological and political education at various stages of students' growth. This process underpins the fundamental objective of moral cultivation. More importantly, by advancing the integration of ideological

and political education across primary, secondary, and high schools, the county-based model can unify resources at all educational levels within the county, explore innovative teaching methods and models suited to modern needs and student characteristics, and revitalize the ideological and political education system, ensuring it evolves with the times.

However, significant disparities exist between urban and rural schools in the county in terms of teaching staff, curriculum design, and educational approaches. These differences often result in a disconnect between the core elements of classroom teaching at each stage and the daily management of students' education. There is also a gap between theoretical instruction and practical application, leading to inconsistent outcomes in ideological and political education. This creates issues such as mismatched goals, repetitive content, and limited methods in the educational system across primary, secondary, and high schools. Consequently, despite efforts to foster coordinated development in ideological and political education at different educational stages, some schools still face challenges like inadequate implementation and an overemphasis on formal procedures. This inhibits schools from fully engaging their initiative and creativity, restricts the effectiveness of the cross-stage coordination mechanism, and results in a lack of overall momentum for comprehensive promotion.

To promote the integration of ideological and political education in primary, secondary, and high schools, it is important to understand the strategic direction outlined by the Party Central Committee. We need to deeply grasp the significance of ideological and political education and implement it effectively at each stage of education. By continuously refining our educational strategies and ensuring smooth integration, we aim to ensure the effective application of ideological and political education across all stages of learning. This approach involves addressing key issues related to the integration of ideological and political education in primary, secondary, and high schools from the county's perspective. It is essential to understand the necessity of this integration and its importance for advancing education in the region. The study focuses on how to integrate ideological and political education within the local context, emphasizing innovation in institutional structures and improving resource coordination. This will not only promote systematic development within the county but also create valuable experiences that can be applied to other areas.

2. The Basic Logic of The Integrated Construction of Ideological and Political Education in Universities, Colleges and Primary and Secondary Schools in Counties

2.1. Theoretical logic: Inheriting the excellent Chinese culture and continuing the historical mission of ideological and political education

Ideological and political education in China has a deep-rooted tradition, rooted in the cultural inheritance and social governance practices of the Chinese nation, which have been passed down from ancient times to the present. From the ancient Confucian concept of "cultivating oneself, managing the family, governing the country, and pacifying the world" to the modern promotion of ideological and political education, education has always played a crucial role in shaping core social values and national identity.

On one hand, incorporating ideological and political education into primary, secondary, and high schools plays a vital role in both maintaining and adapting traditional Chinese culture to modern times. Traditional Chinese culture holds deep moral values and norms that help students form ideological and moral principles. At the county level, local historical and cultural resources, such as local festivals and intangible cultural heritage, can be fully integrated into the education system, enriching students' learning experiences and enhancing their understanding of Chinese culture, fostering their cultural identity, and boosting cultural

confidence. On the other hand, the integrated development of ideological and political education in schools at all levels helps cultivate revolutionary culture, connecting students with the nation's historical legacy. During China's revolutionary period, many red resources, such as memorial halls and historical sites, were created at the county level. These resources are vital carriers of ideological and political education. Through activities such as thematic lectures and red culture studies, we can inspire students from primary school to university, deepening their understanding of revolutionary spirit and social responsibility.

2.2. Practical logic: Solve current educational problems and promote high-quality development of education

Xi Jinping pointed out that ideological and political work is the lifeline of school work. Party committees at all levels, education administrative departments at all levels, and school party organizations must firmly grasp it [1], and need to earnestly fulfill the main responsibility and ensure that relevant work is implemented. At present, my country's education is still facing many practical challenges. It is urgent to optimize the external environment of the education system, coordinate the planning of the collaborative education mechanism of families, schools, communities and governments, realize internal and external linkage and organic integration, and build a closely coordinated education community [2]. Developing a county-level model for integrating ideological and political education across colleges, middle schools, and primary schools offers a viable solution to address existing challenges.

The rules of educational practice come from the "matching" of goals, curriculum and teaching [3]. On one hand, by implementing an integrated approach to ideological and political education across primary, secondary, and high schools within the county, we aim to emphasize experiential learning in elementary schools, strengthen theoretical understanding in middle schools, and deepen the development of ideals and beliefs in higher education institutions. This strategy ensures a progressive and interconnected development of ideological and political education at each educational stage, aligning with students' cognitive development and facilitating the gradual achievement of educational objectives.

On the other hand, we aim to promote equitable development between urban and rural education. By establishing a resource-sharing platform within the county, urban and rural schools collaborate through initiatives like urban-rural partnerships and online classrooms to direct high-quality educational resources toward rural schools. This approach narrows the urban-rural divide and advances educational equity. Additionally, joint practical activities involving primary and secondary schools in the county, such as volunteer services and labor education, are organized. These activities integrate theoretical education with practical experiences, assisting students in developing social responsibility and practical skills in real-world contexts, thereby fostering comprehensive improvements in their ideological, moral, and overall abilities.

2.3. Development logic: responding to the challenges of globalization and enhancing cultural confidence and national competitiveness

In the context of globalization, the competition for comprehensive national strength in today's world is essentially a competition for talent. Global development experience has confirmed that with the continuous improvement of the degree of modernization, the demand for high-level talents has become more urgent. The scale of talent reserves and related effects such as professional quality have become key variables affecting the level of national modernization development. Therefore, it is necessary to strengthen the construction of the ideological and political education system for the youth group in the new era, optimize the education mechanism, innovate the education model, and cultivate compound talents that can adapt to the needs of social development. It is of great strategic significance.

On one hand, integrating ideological and political education across counties' primary, secondary, and higher education institutions strengthens students' confidence in Chinese culture and facilitates the global dissemination of China's rich cultural heritage. In an era of globalization, it is imperative that ideological and political education is rooted in national culture. By systematically designing educational content, students' deep identification with Chinese culture can be fostered. Counties can leverage local cultural resources to conduct ideological and political education activities, enhancing the uniqueness and superiority of regional culture. This approach enables students to connect with the profound heritage of Chinese culture through familiar cultural symbols, and through innovative educational models, communicate the values embedded in Chinese culture to the international community. On the other hand, by enhancing the ideological and political education system throughout all educational stages, students' sense of identity and value regarding the theory of socialism with Chinese characteristics can be reinforced. This ensures that young individuals maintain firm value judgments and ideological determination when confronted with the influences of multiculturalism. At the same time, through integrated construction, talents with patriotism, international vision and innovation ability can be cultivated, which can provide intellectual support for the country in international competition and strengthen its position.

3. The Contemporary Value of The Integrated Construction of Ideological and Political Education in Colleges, Middle Schools and Primary Schools in The County

Ideological and political education serves as a cornerstone of the Communist Party of China's traditions and political advantages. It is a vital mechanism for advancing the Party's governance and has a direct influence on the nation's development, stability, and the preservation of its cultural heritage. Implementing an integrated approach to ideological and political education across counties' primary, secondary, and higher education institutions ensures a systematic and effective educational framework. This integration provides a robust ideological and institutional foundation for achieving the goal of moral and character development in the new era.

3.1. Micro-level: Promote the all-round development of students and enhance the effectiveness of ideological and political education

The importance of establishing a comprehensive and integrated system of ideological and political education throughout a student's academic journey cannot be overstated. Traditional educational models often fail to provide the necessary continuity or systematic structure for ideological development. In many cases, particularly in primary and secondary education, the content and objectives of ideological education lack coherence, causing issues such as repetition or gaps in students' understanding. This inconsistency undermines the long-term impact of ideological education, hindering students from forming a solid ideological foundation. To address this, a progressive, spiral model of ideological and political education should be implemented. This model ensures that students receive a cohesive and systematic education that deepens over time. By integrating ideological and political education across various stages of education, from primary schools through to high schools, we can create a unified educational process that builds on students' understanding and experiences, ensuring they grow in their ideological and moral awareness throughout their educational journey. This approach involves setting clear, hierarchical goals at each educational stage. As students advance through the system, the complexity and depth of their ideological education should increase. This progression allows students to move beyond mere theoretical knowledge, guiding them to apply these principles in their daily lives. By the time they reach higher educational stages, they

should possess not only a deep understanding of political theory but also the ability to demonstrate these principles through their actions, forming solid moral and ethical foundations that will serve them throughout life.

Furthermore, this model addresses the diverse needs of students. Students in counties often come from varied backgrounds, which brings different educational and developmental needs. To meet these needs, ideological and political education must be tailored to local contexts. Counties can leverage local culture, historical resources, and even modern technologies to enhance the education process. For instance, incorporating elements of local traditions and red resources into the curriculum can help students connect with their roots, fostering a stronger sense of identity and cultural pride. This localized approach can also make ideological education more relevant and engaging for students, encouraging a deeper connection with the content.

Additionally, incorporating modern technology into ideological education can diversify the ways in which students engage with the material. Through online platforms, digital classrooms, and multimedia resources, students in both urban and rural areas can access a wide range of educational materials and participate in interactive learning experiences. This flexibility not only enhances the accessibility of the content but also caters to different learning styles, making the education process more inclusive and engaging for all students. While focusing on the cultural context and technological integration, it is equally crucial to nurture students' overall development. Ideological and political education should not only cultivate political awareness but also instill a sense of social responsibility and develop practical skills. This can be achieved by integrating theoretical learning with practical, real-world activities. Activities such as thematic research, volunteer services, and community projects provide students with opportunities to apply what they learn in a meaningful way. These hands-on experiences help students transform theoretical knowledge into practical action, allowing them to address real-world challenges. Through participation in volunteer work and social service projects, students can develop essential life skills such as teamwork, problem-solving, and leadership. These activities also enhance their ability to innovate and collaborate, preparing them for the complexities of the modern world. Ultimately, the goal of this integrated ideological and political education model is to produce well-rounded individuals who possess not only a strong ideological foundation but also the practical skills and character necessary to contribute positively to society. By combining academic education with real-world experiences, this approach helps shape students into responsible citizens who are prepared to face global challenges with confidence and determination.

In conclusion, the integrated approach to ideological and political education, which evolves in complexity and depth as students advance through their education, plays a vital role in fostering moral development and social responsibility. By addressing the diverse needs of students and incorporating local culture, modern technology, and practical activities into the curriculum, we can ensure that students are well-equipped to thrive in a rapidly changing world while remaining grounded in their cultural and ideological heritage.

3.2. Meso-level: Optimizing the county education system and promoting balanced development of urban and rural education

The integrated construction of ideological and political education in colleges, middle schools and primary schools in counties must establish a mechanism for coordinated development of county education. General Secretary Xi Jinping emphasized that it is necessary to take the coordinated promotion of the integrated construction of ideological and political courses in colleges, middle schools and primary schools as an important task and promote the development of ideological and political courses in an in-depth manner. In teaching practice, we should actively explore diversified teaching methods, flexibly use a variety of ways to

effectively achieve teaching goals, and continuously improve the attractiveness and effectiveness of ideological and political courses [4]. Currently, the integrated development of ideological and political education across primary, secondary, and higher education institutions within counties offers a strategic approach to address existing challenges. By establishing a county-wide educational collaboration platform, resources can be pooled, and joint teaching and research initiatives can be implemented. This collaborative effort facilitates the sharing and optimization of educational resources, effectively bridging the disparities in resource allocation and course content between different educational stages. Such integration not only narrows the urban-rural educational gap but also promotes greater equity and balance within county education systems.

Moreover, enhancing the autonomy and coordination of schools is crucial. By creating a linkage mechanism among universities, middle schools, and primary schools, and organizing cross-stage educational practice activities, schools can transition from being passive implementers to active participants in the educational process. This shift enables schools at all levels to leverage their unique advantages, fostering innovation in ideological and political education methods. Consequently, a systematic ideological and political education network is established, leading to an overall improvement in the quality of county education. Simultaneously, strengthening the county's educational governance capabilities is essential. The integrated development of ideological and political education requires county education departments to enhance overall planning, mechanism design, and policy implementation. Establishing organizations such as the county's ideological and political education work leading group and the ideological and political education resource center can create a governance framework characterized by top-down coordination and inter-school collaboration. This approach improves the scientific nature and effectiveness of county education management and provides a model for other regions to emulate.

3.3. Macro level: Serving national strategic needs and promoting social harmony and cultural inheritance

The integrated development of ideological and political education across primary, secondary, and higher education institutions within counties plays a pivotal role in aligning with the national strategy for talent cultivation. By establishing a continuous educational pathway from primary school through university, students are guided to form a correct worldview, outlook on life, and values from an early age. This foundational approach ensures the cultivation of new-era talents who possess firm ideals and beliefs, a strong sense of social responsibility, and excellent professional qualities. This aligns seamlessly with the Party and the State's strategic objectives of fostering morality and nurturing individuals, educating people for the Party, and cultivating talents for the nation. Furthermore, this integrated approach contributes to promoting social harmony and advancing rural revitalization. As the grassroots unit of social governance in China, counties are instrumental in implementing policies that foster core socialist values. By embedding ideological and political education within the educational framework, students develop a sense of patriotism and social responsibility, which serves as the bedrock for social harmony. In rural areas, combining ideological education with local cultural development and rural revitalization efforts can inspire the younger generation to contribute to the development of their hometowns, thereby infusing new vitality into grassroots social governance.

Additionally, this integration facilitates the inheritance and promotion of China's excellent traditional culture and revolutionary heritage. Counties often possess rich local culture and red resources that can be incorporated into the educational content of primary, secondary, and high schools. Through participation in local traditional crafts and red culture research activities, students gain a profound understanding of Chinese culture's heritage and the significance of

revolutionary history. This engagement fosters a sense of cultural confidence and responsibility, encouraging students to become active participants in cultural preservation and promotion, thereby contributing to the safeguarding and transmission of local and red culture. Moreover, in the context of rapid globalization and informatization, students are increasingly exposed to diverse and complex information. This influx can impact their ideological perspectives. The integrated construction of ideological and political education across educational stages within counties strengthens students' recognition of the theory of socialism with Chinese characteristics and adherence to mainstream values. This ideological foundation provides a safeguard against the challenges posed by globalization and informatization, ensuring that students maintain a clear and consistent ideological stance amidst the complexities of the modern world.

4. Practical Paths for the Integrated Construction of Ideological and Political Education in Colleges, Universities and Primary and Secondary Schools in the County

The integrated construction of ideological and political education in colleges, universities and primary and secondary schools in the county is an important measure to thoroughly implement the party's education principles and policy arrangements. As the basic unit of the education system, the county can give full play to the advantages of local resource integration and regional coordination, and explore new paths for the coordinated development of ideological and political education. This study proposes practical paths from four aspects: party building leadership, collaborative innovation, adapting to local conditions, and team building, to provide effective guidance for the integrated construction of ideological and political education in colleges, universities and primary and secondary schools in the county.

4.1. Party building leadership: adhere to the fundamental task of cultivating morality and cultivating people, and meet the needs of students' all-round development

First and foremost, it is imperative to reinforce the Party's overarching leadership in the ideological and political education within the county. The leadership of Party building is the fundamental assurance for advancing the integrated development of ideological and political education across primary, secondary, and higher education institutions within the county. It also serves as the key to fostering the high-quality advancement of ideological and political education. "We must attach great importance to the ideological and political education of young people, constantly improve the ideological and political work system, and actively explore the content and form of ideological and political work. [5]" On the one hand, we must establish a county-level ideological and political education work leading group, clarify the division of responsibilities of units at all levels, and build a work pattern in which the party committee coordinates, the education department takes the lead, and the school implements it specifically. On the other hand, establish a linkage mechanism to promote exchanges and cooperation between schools of all levels and types. In the process of construction, the party organization should strengthen the comprehensive supervision and evaluation of the implementation of ideological and political education in schools. By building an evaluation system covering primary, secondary and high schools, regular special inspections should be carried out to guide each stage of education to implement the party's education policy in educational concepts, curriculum design and activities.

Second, we should take moral education as the core goal and run through the entire education process. Moral education is the fundamental task of education and the core goal of ideological and political education. To promote the integration of ideological and political education across

different educational levels in counties, it is essential to tailor the approach to the developmental characteristics of students. This involves using diverse methods, such as storytelling and visualization, to convey core socialist values effectively. The goal is to ensure that these values are embedded throughout primary, junior high, high school, and university education, allowing students to form correct moral concepts subtly. Additionally, students should be encouraged to participate in local cultural promotion, environmental protection activities, and other practical initiatives, helping them internalize core values as personal behavioral norms. This approach aims to guide students in developing a proper outlook on life, values, and the world, based on both theoretical understanding and practical experience.

Third, we should meet the needs of students' all-round development and build a special activity carrier that combines party building with education. General Secretary Xi Jinping emphasized that we should give full play to the main channel role of classroom teaching, promote various courses and ideological and political theory courses to work in the same direction and educate people in a coordinated manner [6], form an overall synergy of ideological and political education, and improve the effectiveness of education. On one hand, the goals of ideological and political education should encompass not only students' values and mental well-being but also their practical skills. It is essential to organize off-campus social practice activities that foster social responsibility and innovation. On the other hand, attention should be given to modernizing teaching methods by incorporating advanced technology, such as integrated media classrooms, micro-courses, and short video formats, to enrich learning content and ignite students' enthusiasm for participating in these educational activities.

4.2. Collaborative innovation: Establish a county-level integrated coordination mechanism and improve the tiered and stage-based education system

First, it is essential to establish a county-level integrated coordination system. Ideological and political education must be seen as a fundamental priority by party committees at all levels, education departments, and educational organizations, as it is a vital part of all school activities. These entities must strengthen the overall planning and execution to ensure the effectiveness of ideological and political education. The county-level educational administration should take the lead in coordinating efforts, creating a platform for collaboration, and facilitating the sharing of resources in universities, middle schools, and primary schools to create an integrated educational approach. On one hand, a special committee for ideological and political education should be formed at the county level to provide unified guidelines and policies, ensuring clarity on the responsibilities and objectives of each educational stage. The committee should also organize regular meetings for educators to discuss and plan the content and direction of education. On the other hand, by establishing a regional coordination mechanism, we can foster inter-school cooperation and resource sharing. By leveraging modern information technology, an online platform can be established to enable the distribution of high-quality educational resources to schools throughout the county. This platform would especially benefit teachers and students in rural areas, helping to foster more equitable development between urban and rural education systems.

Second, we need to foster innovation in teaching methods to enhance the appeal and effectiveness of ideological and political education. By integrating ideological and political education into the educational framework of schools at all levels, including primary, middle, and high schools, we can create breakthroughs and optimize educational approaches. This can be achieved through a combination of diverse teaching methods and modern technological support. For instance, by adopting project-based and experiential teaching models, we can integrate ideological education into practical tasks, which will help students gain a deeper understanding of the theory and its real-world applications. Additionally, we should leverage information technology to enhance the interactivity of teaching. With the use of online

platforms and mobile apps, both teachers and students can engage in real-time communication, creating personalized learning experiences. Moreover, we should strengthen the incorporation of cultural and artistic elements, as they play a significant role in deepening students' ideological understanding, fostering national pride, and boosting cultural self-confidence.

The third objective is to achieve ongoing improvement and refinement of the coordination system. The primary goal of developing an integrated ideological and political education framework in primary, secondary, and high schools is to establish an effective educational system. This system should focus on student satisfaction, using teacher performance as a primary indicator, while ensuring that sufficient teaching resources are available to create a comprehensive and multi-dimensional evaluation system. To ensure its long-term success, local education departments should regularly organize evaluation activities to assess and improve the execution of the curriculum. This will help develop a dynamic and adaptive evaluation and feedback system that measures progress and ensures continuous improvement. Furthermore, it is essential to effectively utilize local ideological and political education resources by collaborating across educational institutions. This collaborative approach will facilitate the exchange of ideas and resources, promoting the integration of educational materials across different levels of schooling, and ensuring that the educational process is dynamically monitored and improved. Additionally, the development of a strong education foundation will enhance the support for future work and give full recognition to the educational function in the region.

4.3. Adapting measures to local conditions: Strengthen the integration of county culture and red resources, and promote county resource sharing

First, we must explore and utilize county cultural resources to build a local ideological and political education content system. "Ideological and political courses should not only be taught in the classroom, but also integrated into the practice of social life [7]." to combine in-class and out-of-class learning to improve the effectiveness of education. First, local intangible cultural heritage is an important educational resource. The school actively introduced local intangible cultural heritage and organized students to learn paper-cutting art, craft production, folk dance and other activities, so that students can feel the charm of national culture through practical activities. Secondly, traditional festival activities are an important starting point for ideological and political education. The school took advantage of the festival opportunity to plan a series of educational activities, such as festival cultural exhibitions, traditional customs competitions, festival story essays, etc., so that students can understand the cultural connotation of the festival in the experience and feel the vitality of Chinese traditional culture. In addition, local literature and local historical stories are important teaching materials for ideological and political education, which are close to students' lives and can also inspire students' resonance. By organizing students to read the works of writers in their hometowns and visit local document archives, students can feel the history and culture around them and enhance their love for their hometown and national pride.

Second, we must explore the educational value of red resources and deepen patriotic education and the inheritance of revolutionary spirit. First, develop red education base research courses. Use revolutionary sites, memorial halls and other resources in the county as off-campus classrooms for primary, secondary and high schools, and let students understand revolutionary history and inherit revolutionary spirit through visits, learning, thematic practice and other methods. Secondly, organize red theme education activities. In conjunction with major national festivals and revolutionary anniversaries, plan a series of targeted educational activities, promote resource integration and sharing by adapting to local conditions, and let students deeply understand the connotation of red culture through participatory and experiential education, and further enhance the attractiveness, appeal and effectiveness of ideological and

political education. In addition, transform red resources into teaching materials. According to the characteristics of the county's red resources, local red education textbooks are compiled, and revolutionary stories, biographies, historical photos, etc. are included in teaching resources to provide unified and hierarchical educational materials for primary, secondary and high schools.

Third, it is essential to promote the sharing of educational resources and bridge the gap between urban and rural education to achieve fairness in education. The cultivation of talent should be grounded in the fundamental principle of educating people. The focus of this process is on establishing morality, which must be the key focus in primary, secondary, and higher education. Schools should prioritize the development of moral education and cultural values as essential components of their educational work. To implement this, local education authorities can centralize the management of educational resources at the county level by establishing resource centers that offer free access to high-quality educational materials for both urban and rural schools. Moreover, it is crucial to utilize modern information technology to improve resource distribution and balance educational opportunities. Building smart classrooms and integrating virtual teaching platforms will enhance the availability of high-quality educational content, including ideological and political education. Furthermore, by fostering cooperation between urban and rural schools, sending excellent teachers to rural areas, and facilitating regular joint educational activities, we can encourage stronger interactions and communication to raise the educational standards in rural schools.

4.4. Improve the system: Strengthen the construction of ideological and political education teams, and innovate education forms and evaluation mechanisms

First, we must strengthen the construction of ideological and political education teaching staff. First, optimize the allocation of teachers and improve the overall level. County-level education departments should reasonably optimize the allocation of ideological and political teaching staff on the basis of overall planning. On the one hand, increase the allocation of resources to schools in rural and remote areas, and solve the problem of insufficient number and uneven quality of ideological and political teachers in rural schools through policy guidance and urban-rural teacher rotation system. On the other hand, provide space and platform for the continuous development of ideological and political teaching staff in various schools, support excellent teachers to further their studies, and select teachers to participate in national and provincial training. Through the teaching and research work within the county, collective lesson preparation, teaching observation, experience sharing and case analysis are carried out to build a platform for teacher communication and cooperation, and promote collaboration and growth among teachers. In addition, an incentive mechanism is established to enhance teachers' professional identity. Teachers' professional identity and work enthusiasm directly affect the quality of ideological and political education. A scientific and reasonable incentive mechanism is established to stimulate teachers' work enthusiasm from both spiritual and material aspects, and enhance their sense of professional belonging and achievement.

Second, we must focus on innovating the forms and methods of education. The effectiveness of ideological and political education relies not only on the scientific nature of educational content but also on understanding the cognitive characteristics and learning habits of students at different educational stages. We aim to deeply integrate information technology with ideological and political education, actively promoting the use of both online and offline teaching methods, which will improve the overall appeal and impact of these educational activities. Moreover, schools in rural areas can collaborate with local organizations to carry out practical, hands-on activities that enhance the application of theory and practice. Simultaneously, it is essential to prioritize personalized teaching approaches tailored to

students' individual abilities. Educators should adapt their teaching strategies based on students' strengths and design diverse educational experiences that meet the varying developmental needs of all learners.

Third, it is crucial to strengthen the evaluation system to enhance the effectiveness of ideological and political education. A well-developed evaluation framework is vital for tracking educational outcomes and improving the overall quality of teaching. The assessment should cover all stages of learning, focusing not only on the final results but also on the process and the diverse ways in which students engage. Building a high-quality education system requires attention to these elements, promoting the balanced and coordinated growth of all aspects of ideological and political education.

To achieve this, we should incorporate student assessments that include their ideological and moral development, as well as their social practice and volunteer activities. This approach highlights the dynamic and diverse nature of evaluations, reflecting students' growth and fostering comprehensive ideological and political education. Moreover, the teacher evaluation system should be revised to focus not only on immediate teaching outcomes but also on the long-term impact on student development. Additionally, a feedback mechanism for evaluation results will be introduced, encouraging teachers to continually enhance their professional skills through seminars and training. This system will also prompt suggestions for improvement, motivating more active participation in ideological and political education.

5. Conclusion

This paper explores the integrated advancement of ideological and political education across county-level primary, secondary, and higher institutions in China. It underscores the importance of aligning objectives, pedagogy, and resource distribution to ensure coherence and quality. By incorporating local culture, red resources, and digital tools, the study proposes a holistic educational model that enhances moral development, cultural confidence, and civic responsibility. Practical strategies—such as Party-led coordination, innovative methods, and regional synergy—are recommended to cultivate well-rounded talent and reinforce national educational goals in a globalized context.

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