

Integration of Legal Theory into Ideological and Political Education in Colleges and Universities: A Study of Teaching Practices

Shanshan Yuan

Xi'an Peihua University, Xi'an, 710125, Shaanxi, China

Abstract

In the context of comprehensively advancing the rule of law, integrating legal theory into the teaching of ideological and political courses in colleges and universities has become an important measure to implement the fundamental task of fostering virtue through education. This paper systematically explores the theoretical logic, core requirements, and implementation strategies for integrating legal theory into ideological and political courses from three dimensions: value guidance, principle adherence, and path innovation. It aims to construct a cultivation system that combines both morality and the rule of law, providing theoretical support for the cultivation of socialist legal talents.

Keywords

Rule of law theory, universities, ideological and political courses, teaching research.

1. Introduction

Under the strategic background of comprehensively advancing the rule of law, integrating legal theory into the teaching of ideological and political courses in colleges and universities has emerged as a critical proposition for the innovative development of ideological and political education. General Secretary Xi Jinping's thought on the rule of law clearly proposes the "integration of governing the country by law and governing it through virtue," a proposition that not only inherits the Marxist view of law's scientific understanding of the essence of law but also provides a theoretical coordinate for deepening legal education in ideological and political courses in colleges and universities.

2. Value Guidance: Theoretical Logic and Practical Orientation of Integrating Legal Theory into Ideological and Political Courses in Colleges and Universities

2.1. Theoretical Necessity of Integrating Legal Theory into Ideological and Political Courses

The theoretical necessity of integrating legal theory into ideological and political courses in colleges and universities is rooted in the inherent compatibility between the Marxist view of law and ideological and political education. General Secretary Xi Jinping's thought on the rule of law clearly proposes the "integration of governing the country by law and governing it through virtue," a proposition that not only inherits the Marxist view of law's scientific understanding of the essence of law but also provides a direct theoretical basis for the integration of legal theory into ideological and political courses in colleges and universities.

The development logic of the theoretical system of ideological and political education objectively requires the incorporation of legal theory into its content framework. Traditional ideological and political education focuses on moral cultivation and the cultivation of political identity, while the systematic integration of legal theory can compensate for its relative

deficiencies in rule education and the cultivation of rights and obligations. The national strategy for modernizing governance's demand for legal talents constitutes an external driving force for the integration of legal theory into ideological and political courses in colleges and universities. The report to the 18th National Congress of the Communist Party of China clearly proposed "comprehensively advancing the rule of law," and the report to the 19th National Congress further emphasized "adhering to the comprehensive rule of law." This trajectory of policy evolution indicates that legal construction has become a core dimension of national governance¹. The "Opinions on Strengthening the Cultivation of Legal Talents in the New Era" jointly issued by the Ministry of Education and other departments clearly requires "promoting the integration of legal education into the ideological and political education system in colleges and universities," a policy document that establishes the inherent connection between legal theory and ideological and political courses from the perspective of national educational strategy. From the perspective of educational laws, ideological and political courses in colleges and universities, as key courses for fostering virtue through education, undertake the historical mission of cultivating talents who are both "red and expert." Integrating legal theory into the entire teaching process is not only an objective requirement for cultivating socialist qualified citizens but also a practical path for constructing a cultivation system that combines both morality and the rule of law.

2.1.1. The Isomorphism of Legal Education and Ideological and Political Education: The Intrinsic Unity of the Marxist View of Law and the Goal of Cultivating Both Morality and the Rule of Law

The Marxist view of law provides a theoretical foundation for the isomorphism of legal education and ideological and political education. Marx pointed out in The Communist Manifesto that "your ideas themselves are the product of the bourgeois relations of production and ownership," a proposition that reveals the political attribute of law as a superstructure, which is essentially related to the ideological and political nature emphasized in ideological and political education. Engels further elaborated in The Origin of the Family, Private Property, and the State that the emergence and development of law are rooted in the mode of material production. This historical materialist perspective requires ideological and political courses in colleges and universities to place legal education within the framework of social existence determining social consciousness, guiding students to understand the socio-economic foundation of legal phenomena. The Chinese Marxist theory has deepened this isomorphism. General Secretary Xi Jinping's thought on the rule of law clearly proposes the "integration of governing the country by law and governing it through virtue," which not only inherits the Marxist view of law's scientific understanding of the essence of law but also provides a direct theoretical basis for the integration of legal education into ideological and political courses in colleges and universities.

The development logic of the theoretical system of ideological and political education objectively requires legal education to become an integral part of it. Traditional ideological and political education focuses on moral cultivation and the cultivation of political identity, while the integration of legal education can compensate for its relative deficiencies in the cultivation of rule consciousness and the concept of rights and obligations. Professor Zhang Yaocan proposed in Modern Ideological and Political Education that ideological and political education should realize the "unity of political nature, ideological content, knowledge, and practicality." Legal theory, as a content carrier with both value guidance and knowledge transmission, precisely meets this theoretical demand. From the perspective of educational goals, the unity of the Marxist view of law and the goal of cultivating both morality and the rule of law has practical implications. Ideological and political courses in colleges and universities, as key courses for fostering virtue through education, have the core mission of cultivating socialist builders who are both "red and expert." Legal education, by explaining the dialectical

relationship between law and morality, rights and obligations, can help students develop a legal mindset of "handling affairs according to law and seeking solutions through law," while strengthening their moral consciousness of "understanding major principles, upholding public morality, and strictly adhering to personal ethics." This logic of cultivating both morality and the rule of law has been confirmed by policies such as the Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in the New Era, which clearly requires "promoting the integration of legal education into the ideological and political education system in colleges and universities," establishing the inherent connection between legal theory and ideological and political courses from the perspective of national educational strategy².

2.1.2. Strategic Demands of the Rule of Law in China: The Mission Extension of Ideological and Political Courses in Colleges and Universities under the Background of Comprehensively Advancing the Rule of Law

The in-depth promotion of the strategy of comprehensively advancing the rule of law objectively requires ideological and political courses in colleges and universities to undertake the mission of cultivating legal talents. The report to the 18th National Congress of the Communist Party of China proposed "comprehensively advancing the rule of law" for the first time, and the report to the 19th National Congress further emphasized "adhering to the comprehensive rule of law." This trajectory of policy evolution indicates that legal construction has become a core dimension of national governance. The "Opinions on Strengthening the Cultivation of Legal Talents in the New Era" jointly issued by the Ministry of Education and other departments clearly requires "promoting the integration of legal education into the ideological and political education system in colleges and universities," a policy document that establishes the fundamental role of ideological and political courses in colleges and universities in the construction of the rule of law in China from the perspective of national educational strategy. From the perspective of educational laws, ideological and political courses in colleges and universities, must actively respond to national strategic needs and integrate legal theory into the entire teaching process to provide support for cultivating socialist qualified citizens with legal thinking and legal capabilities.

The mission extension of ideological and political courses in colleges and universities under the strategy of the rule of law in China is reflected in the redefinition of the core competencies required for legal talents. Traditional ideological and political courses focus on political identity and moral cultivation, while comprehensively advancing the rule of law requires talents to possess composite abilities of "respecting, studying, abiding by, and applying the law." These abilities not only include mastery of constitutional and legal knowledge but also emphasize the internalization of legal thinking and legal faith. For example, the Plan for the Construction of a Country Under the Rule of Law (2020-2025) clearly proposes "integrating legal education into the cadre education system, national education system, and social education system."³ As a key link in the national education system, ideological and political courses in colleges and universities must achieve a transformation from "knowledge transmission" to "literacy cultivation" through curriculum reconstruction and method innovation. This transformation has been specified in the Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in the New Era, which emphasizes that "ideological and political courses should guide students to establish a legal concept and promote the spirit of the rule of law."

2.2. Value Orientation of Integrating Legal Theory into Ideological and Political Courses in Colleges and Universities

The value orientation of integrating legal theory into ideological and political courses in colleges and universities is firstly reflected in the cultivation and sublimation of legal faith. The

Marxist view of law has always emphasized the inherent connection between law and values. Engels criticized the view that "law is supra-class" in *On the Housing Question*, stating that "legal relations, like the form of the state, can neither be understood from themselves nor from the so-called general development of human spirit," General Secretary Xi Jinping's thought on the rule of law has further deepened this understanding, clearly proposing that "law needs the faith of the entire society to play its role," a proposition that elevates legal faith from instrumental rationality to value rationality. Ideological and political courses in colleges and universities, by explaining the value connotation of the rule of law, can guide students to transcend the superficial cognition of "legal instrumentalism," understand the value implication of the rule of law as the last defense of social fairness and justice, and achieve a cognitive leap from "obeying the law" to "believing in the rule of law."

To construct a cultivation system that integrates civic morality and legal norms, ideological and political courses in colleges and universities need to innovate in teaching content and methods. Ideological and political courses in colleges and universities can use case teaching methods, such as analyzing the legislative background of the "exemption from liability for altruistic acts" clause, to explain the interaction between moral requirements and legal norms; they can also use role-playing methods, such as simulating the signing of "integrity exam commitments," to strengthen the internalization of rule consciousness. In addition, combining the requirements of the Outline for Patriotic Education in the New Era on "integrating patriotic education into the construction of the rule of law," ideological and political courses can explore the patriotic elements in constitutional laws, such as the educational content of the National Flag Law and the National Emblem Law, to achieve the organic integration of moral education and legal education.

The ultimate goal of strengthening rule consciousness is to cultivate citizens with modern legal literacy. Marx revealed in *Capital* that "law is not a means to suppress freedom, just as the law of gravity is not a means to prevent movement," a proposition that provides a methodology for understanding the relationship between rules and freedom. Ideological and political courses in colleges and universities, through legal education, should guide students to establish the concept that "rules are the boundaries of freedom," opposing both "rule nihilism" and "rule worship." For example, when teaching the "principle of good faith" in the Civil Code, they can explain the dual value of rule consciousness for individual development and social governance in combination with cases of social credit system construction. At the same time, drawing on Kohlberg's theory of moral development stages, they can design a tiered goal for legal education, elevating college students from the pre-conventional level of "obeying rules to avoid punishment" to the post-conventional level of "identifying with rules to maintain fairness and justice," ultimately achieving the intrinsic unity of civic morality and legal norms³.

2.2.1. Cultivating Legal Faith: The Cognitive Sublimation from "Legal Instrumentalism" to "Legal Values"

The cultivation of legal faith is the core value pursuit of integrating legal theory into ideological and political courses in colleges and universities. The Marxist view of law has always emphasized the inherent connection between law and values. Engels criticized the view that "law is supra-class" in *On the Housing Question*, stating that "legal relations, like the form of the state, can neither be understood from themselves nor from the so-called general development of human spirit," General Secretary Xi Jinping's thought on the rule of law has further deepened this understanding, clearly proposing that "law needs the faith of the entire society to play its role," a proposition that elevates legal faith from instrumental rationality to value rationality. It requires ideological and political courses in colleges and universities to go beyond the abstract explanation of "law as an expression of the ruling class's will". For example, by parsing the clause "all power belongs to the people" in the Constitution, ideological and political courses

can guide students to understand the people-centric nature of socialist legal faith, thereby recognize the legitimacy of the rule of law at the value level.

Ideological and political courses in colleges and universities should guide students to establish the concept that "rules are the boundaries of freedom," opposing both the utilitarian tendency of "legal instrumentalism" For example, when teaching the "principle of good faith" in the Civil Code, they can explain the dual value of legal faith for individual development and social governance in combination with cases of social credit system construction. At the same time, drawing on Kohlberg's theory of moral development stages, they can design a tiered goal for legal education, elevating college students from the pre-conventional level of "obeying rules to avoid punishment" to the post-conventional level of "identifying with rules to maintain fairness and justice," ultimately achieving the cognitive sublimation of legal faith.

2.2.2. Strengthening Rule Consciousness: Constructing a Cultivation System that Integrates Civic Morality and Legal Norms

Strengthening rule consciousness is the practical focus of integrating legal theory into ideological and political courses in colleges and universities. Engels pointed out in *Anti-Dühring* that "at a certain early stage of social development, the need arose to summarize the daily repeated behaviors of producing, distributing, and exchanging products with common rules," a statement that reveals the historical inevitability of rules as the cornerstone of social operation. Ideological and political courses in colleges and universities, through legal education, can help students understand that rules are both the guarantee of social order and the boundaries of citizens' rights. The Outline for Citizen Moral Construction in the New Era clearly proposes to "adhere to the promotion and guarantee role of socialist legal governance, and carry moral concepts through legal means," a policy document that provides directional guidance for ideological and political courses to integrate moral and legal education. For example, when teaching the "justifiable defense" clause in the Criminal Law, they can explain the interaction between legal rules and moral ethics in combination with social hot issues such as the "Yu Huan Case," guiding students to understand the social value of rule consciousness.

To construct a cultivation system that integrates civic morality and legal norms, ideological and political courses in colleges and universities need to innovate in teaching content and methods. The Marxist ethics holds that morality and law have complementary functions, and the latter being guaranteed through state coercion. Ideological and political courses in colleges and universities can use case teaching methods, such as analyzing the legislative background of the "exemption from liability for altruistic acts" clause, to explain the interaction between moral requirements and legal norms; they can also use role-playing methods, such as simulating the signing of "integrity exam commitments," to strengthen the internalization of rule consciousness. In addition, combining the requirements of the Outline for Patriotic Education in the New Era on "integrating patriotic education into the construction of the rule of law," ideological and political courses can explore the patriotic elements in constitutional laws, such as the educational content of the National Flag Law and the National Emblem Law, to achieve the organic integration of moral education and legal education. This integrated teaching approach not only conforms to the reform direction of "curriculum ideological and political education" but also responds to the fundamental question of "cultivating whom" in education⁴.

2.3. Target Orientation of Integrating Legal Theory into Ideological and Political Courses in Colleges and Universities

Short-term Goal: Enhancing College Students' Legal Literacy and Ability to Uphold Rights According to Law

Enhancing college students' legal literacy and ability to uphold rights according to law is the immediate goal of integrating legal theory into ideological and political courses in colleges and universities. Professor Zhang Wenxian proposed in *Jurisprudence* that legal literacy is "the

comprehensive embodiment of citizens' legal knowledge, legal consciousness, ability to use law, and law-abiding behavior," a definition that provides a theoretical framework for the teaching objectives of ideological and political courses in colleges and universities. The Outline for Youth Legal Education clearly requires that legal education in colleges and universities should "enable students to master basic constitutional and legal knowledge, enhance their legal awareness, and improve their ability to uphold their rights according to law." Ideological and political courses, through systematic instruction in laws and regulations closely related to college students' lives, such as the Civil Code and Labor Law, can help students construct a legal knowledge system and understand the statutory boundaries of rights and obligations. For example, when explaining the "Personality Rights Chapter" of the Civil Code, combining cases such as campus loans and cyberbullying to elucidate the legal protection paths for reputation and privacy rights can not only enhance the relevance of legal knowledge but also improve students' ability to use legal weapons to uphold their rights.

Long-term Goal: Cultivating Inheritors and Practitioners of Socialist Legal Culture
Cultivating inheritors and practitioners of socialist legal culture is the strategic goal of integrating legal theory into ideological and political courses in colleges and universities. General Secretary Xi Jinping's thought on the rule of law clearly proposes to "inherit the excellent traditional Chinese legal culture," a proposition that provides directional guidance for the cultural mission of ideological and political courses in colleges and universities. Socialist legal culture not only inherits the governance wisdom of the Chinese legal system's "people as the foundation" but also absorbs the class analysis method of the Marxist view of law, with its core being the "people-centric" legal values⁵. Ideological and political courses in colleges and universities, by explaining the ideological heritage of "morality-based and punishment-supplemented" in the Tang Law Commentary and contrasting it with the bourgeois legal logic of the French Civil Code, can help students understand the cultural foundation of the socialist legal path with Chinese characteristics. This cultural inheritance is not a simple historical repetition but a process of "cultural self-consciousness" as described by Fei Xiaotong, that is, "people living in a certain culture have self-knowledge of their culture."

The ultimate value of ideological and political courses in inheriting legal culture is to cultivate builders of the rule of law in China with cultural confidence. Socialist legal culture is not a copy of Western legal models but, as Professor Zhang Wenxian described, "a legal civilization with distinct national characteristics and contemporary features." Ideological and political courses in colleges and universities, by explaining the integration of the mass line and legal methods in the "Fengqiao Experience" and analyzing China's proposals in the "Belt and Road" legal cooperation, can help students establish the subjective consciousness of legal culture. At the same time, combining the requirements of the Opinions on Strengthening the Cultivation of Legal Talents in the New Era, ideological and political courses can jointly offer a "legal culture research" direction with law schools to cultivate compound talents who are proficient in both legal provisions and cultural logic. This talent cultivation model not only responds to the strategic needs of "cultural power" but also realizes the original mission of ideological and political courses in colleges and universities to "cultivate talents for the Party and the nation."

3. Principle Adherence: Core Requirements for Integrating the Spirit of the Rule of Law into Ideological and Political Courses in Colleges and Universities

3.1. Directionality Principle: Upholding the Guiding Status of the Marxist View of Law

To explain the essence of the rule of law based on China's legal practice requires ideological and political courses in colleges and universities to construct a theoretical system of the rule of law

with "Chinese discourse." General Secretary Xi Jinping's thought on the rule of law clearly proposes the "integration of governing the country by law and governing it through virtue," a proposition that not only inherits the Marxist view of law's scientific understanding of the essence of law but also transcends the Western legal theory's dichotomy of "law and morality." For example, when explaining the "Fengqiao Experience," ideological and political courses can analyze its governance wisdom of "no escalation of conflicts, no occurrence of incidents, and no lack of services" in combination with the Opinions on Upholding and Developing the "Fengqiao Experience" in the New Era, revealing the "people-centric" practical logic of the socialist legal path with Chinese characteristics. This teaching logic not only avoids the tendency of "wholesale Westernization" but also strengthens students' cultural confidence in China's legal practice.

3.2. Systematicity Principle: Achieving Organic Connection Between Legal Content and Ideological and Political Courses

3.2.1. Curriculum Objective Integration: Incorporating Legal Thinking into the Overall Goal of "Fostering Virtue Through Education"

Incorporating legal thinking into the overall goal of "fostering virtue through education" is an inevitable requirement for ideological and political courses in colleges and universities to implement the guidance of the Marxist view of law. General Secretary Xi Jinping's thought on the rule of law clearly proposes the "integration of governing the country by law and governing it through virtue." As key courses for fostering virtue through education, ideological and political courses in colleges and universities need to reflect the dual dimensions of legal thinking and moral cognition in their goal design. For example, the Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in the New Era requires "integrating legal education into the entire process of talent cultivation," a policy document that establishes the status of legal thinking in "fostering virtue through education" from the perspective of national educational strategy⁶. In specific practice, the curriculum goal system can be reconstructed to incorporate indicators such as "legal awareness" and "rule consciousness" into the framework of students' core competencies, making legal thinking an important dimension for evaluating students' comprehensive quality. This goal integration not only avoids the traditional bias of "emphasizing morality over law" but also prevents the one-sided tendency of "replacing morality with law," achieving the nurturing talents logic of governing both morality and law.

3.2.2. Teaching Content Integration: Exploring Moral Elements and Ideological and Political Resources in Constitutional Laws

As the core carrier of legal education, constitutional laws contain rich moral elements and ideological and political resources. Professor Zhang Wenxian pointed out in Jurisprudence that "law is the baseline of morality, and morality is the high line of law," a proposition that reveals the dialectical relationship between law and morality. Ideological and political courses in colleges and universities can explain the intrinsic unity of legal governance and moral governance by parsing clauses such as "socialist core values" in the Constitution; they can also integrate the concept of ecological civilization into teaching content by explaining the "green principle" in the Civil Code. For example, when teaching the "justifiable defense" system in the Criminal Law, they can guide students to think about the interaction between legal justice and moral conscience in combination with social hot issues such as the "Yu Huan Case." In addition, the patriotic elements in constitutional laws, such as the legal protection of national symbols in the National Flag Law and the National Emblem Law, can be combined with the requirements of the Outline for Patriotic Education in the New Era to construct composite teaching content that integrates "legal governance and moral education." This integrated teaching approach not

only enriches the theoretical depth of ideological and political courses but also enhances the ideological nature of legal education.

3.3. Practicality Principle: Constructing a Legal Education Model that Integrates Knowledge with Action

The practicality principle requires ideological and political courses in colleges and universities to construct a legal education model that integrates knowledge with action. The Marxist view of practice emphasizes that "all social life is essentially practical," a proposition that provides a methodology for the practical of legal education. Ideological and political courses in colleges and universities can enable students to experience legal procedures through situational simulations such as "court debates" and "legislative hearings." For example, in the "mock court" course at Fudan University, students need to complete the entire trial process of a case using the provisions of the Criminal Procedure Law. At the same time, drawing on Dewey's "learning by doing" theory, activities such as "legal clinics" and "legal social practices" can be carried out. For example, students from East China University of Political Science and Law participated in the legislative research on the Shanghai Domestic Waste Management Regulations, transforming legal knowledge into practical ability. In addition, the reform of the evaluation system is key to the implementation of the practical model, such as integrating "legal practice credits" into comprehensive quality evaluation or establishing a "legal literacy archive" to achieve the unity of process evaluation and outcome evaluation. This practical path of "cognition-experience-internalization" conforms to Tao Xingzhi's educational thought of "integration of teaching, learning, and doing," truly realizing the unity of knowledge and action in legal education.

4. Path Innovation: Multi-dimensional Implementation Strategies for Integrating Legal Theory into Ideological and Political Courses in Colleges and Universities

4.1. Curriculum System Reconstruction: Scientific Embedding of Legal Education Content

The reconstruction of the curriculum system should take "fostering virtue through education" The Guidelines for Curriculum Ideological and Political Construction in Colleges and Universities issued by the Ministry of Education clearly requires "comprehensively promoting curriculum ideological and political construction in all disciplines," providing a policy basis for the scientific embedding of legal education content. In specific practice, drawing on Professor Shen Zhuanghai's concept of "great ideological and political courses," legal thinking can be integrated into core courses such as "Ideology and Morality and Law" and "Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics." For example, a special chapter on "socialist legal culture" can be added to the "Ideology and Morality and Law" course to systematically explain the core essence of General Secretary Xi Jinping's thought on the rule of law, the "eleven persistences"; in the "Theoretical System" course, the inherent connection between "comprehensively advancing the rule of law" and the modernization of national governance can be analyzed in combination with the chapter on "comprehensive rule of law." At the same time, elective courses such as "Rule of Law and Modern Society" and "Legal Ethics" can be developed to form a "1+N" legal education curriculum system, ensuring the authority of the main channel while expanding students' knowledge breadth.

4.2. Teaching Method Innovation: Enhancing the Efficiency of Legal Education

Teaching method innovation needs to break through the traditional lecture mode and construct an interactive classroom centered on students. Dewey's "learning by doing" theory provides a

methodology for participatory teaching methods. For example, through situational simulations such as "court debates," students can master the trial procedures of the Criminal Procedure Law in role-playing; through projects such as "legislative hearings," students can be guided to debate on hot clauses of the Civil Code, cultivating "legal argumentation" ability. In terms of digital empowerment, drawing on the experience of Tsinghua University's "virtual simulation experimental teaching projects," virtual simulation experiments such as "cybercrime investigation" and "smart courts" can be developed to enable students to understand legal practice in immersive scenarios. Resource platform construction needs to integrate high-quality legal courses on platforms such as "China University MOOC" and "Xuetang Online," such as the "Rule of Law in China" MOOC from East China University of Political Science and Law, to construct a teaching ecology that integrates online and offline. The construction of the teaching staff requires breaking down disciplinary barriers and realizing the complementary knowledge structure and teaching method innovation of teachers through the construction of cross-disciplinary teams such as "ideological and political + law," such as the "Rule of Law Education Studio" model of Fudan University.

4.2.1. Participatory Teaching: Using Situational Simulation Methods such as "Court Debates" and "Legislative Hearings"

Participatory teaching activates students' subjectivity through situational simulations of legal education. Dewey proposed in *Democracy and Education* that "education is not preparation for life; education is life itself." This proposition provides a theoretical basis for teaching methods such as "court debates." For example, in mock courts, students need to play the roles of judges, lawyers, and parties involved, experiencing the litigation procedures of the Civil Procedure Law through evidence analysis and legal application. This "role substitution" teaching method not only strengthens the memorization of legal provisions but also cultivates students' "legal thinking" and "procedural justice" concepts. Another example is the simulation of "legislative hearings," where students can debate on the draft of the Personal Information Protection Law, understanding the legislative principle of "public participation" and improving their public reasoning ability⁷. Such methods conform to constructivist learning theory, shifting legal education to "cognitive construction."

4.2.2. Digital Empowerment: Developing Virtual Simulation Experimental Projects for Legal Education

Digital technology provides immersive learning scenarios for legal education. Virtual simulation experiments break through time and space limitations through "situation reproduction." For example, the "network crime investigation experiment" developed by China University of Political Science and Law enables students to simulate the process of electronic data evidence collection in a virtual environment and understand the technical norms of the Cybersecurity Law. Such projects conform to cognitive flexibility theory, that is, promoting knowledge transfer through multi-dimensional situations. At the same time, digital platforms can integrate database resources such as "China Judgments Online" and "Faxin," such as the "Rule of Law Big Data Laboratory" project of Wuhan University, guiding students to analyze real cases using legal retrieval tools. This "data-driven" teaching method not only enhances legal practical ability but also cultivates "evidence consciousness" and "critical thinking."

4.2.3. Resource Platform Construction: Systematic Support for the Legal Education Ecosystem

Resource platform construction needs to build a legal education ecosystem with "school-government-society" collaboration. The "National Smart Education Platform" of the Ministry of Education has launched a "legal education" column, integrating audio-visual resources such as Today's Legal Events and Legal Lecture Hall, providing fresh materials for ideological and political courses. Colleges and universities can establish "legal education bases" in conjunction

with judicial organs and law firms, such as the "practice teaching base" jointly established by East China University of Political Science and Law and the Shanghai No.1 Intermediate People's Court, realizing the two-way penetration of "theory-practice" through activities such as court hearings and internships as judge assistants. In addition, attention should be paid to the development of "digital legal resources," such as the "Civil Code VR Pavilion" of Southwest University of Political Science and Law, which uses 3D modeling technology to restore legal scenarios and enhance the sense of immersion in learning.

4.2.4. Teaching Staff: Cultivating a Cross-disciplinary Teaching Team of "Ideological and Political + Law"

A cross-disciplinary teaching staff is the key to innovation in legal education. General Secretary Xi Jinping's thought on the rule of law emphasizes "adhering to the construction of a high-quality legal workforce with both political integrity and ability," a proposition that provides directional guidance for the cultivation of teaching staff. Colleges and universities can implement a "double-qualified teacher" cultivation plan, such as the "Rule of Law Education Research Class" of Renmin University of China, organizing ideological and political course teachers to systematically study courses such as Jurisprudence and Constitutional Law, while inviting judges and prosecutors to participate in collective preparation. For example, when teaching "whole-process people's democracy," they can jointly analyze the background of the revision of the Legislative Law with legislative staff, deepening theoretical explanation and enhancing the practical relevance of teaching. In addition, a "ideological and political + law" joint teaching and research mechanism needs to be established, such as the "Rule of Law in China" course team of Fudan University, optimizing teaching design through cross-disciplinary discussions and achieving the "1+1>2" educational effect.

4.3. Evaluation System Improvement: Guarantee Mechanism for the Effectiveness of Legal Education

4.3.1. Process Evaluation: Incorporating Legal Practice into the Comprehensive Quality Evaluation System

Process evaluation emphasizes the dynamic tracking of students' legal practice behavior and is a key link in the reform of the legal education evaluation system. The Overall Plan for Deepening the Reform of Education Evaluation in the New Era clearly requires "strengthening process evaluation and exploring value-added evaluation," a policy that provides a basis for the reform of evaluation methods in ideological and political courses in colleges and universities. In specific practice, legal practice can be incorporated into the "second-classroom transcript" system. For example, Wuhan University converts activities such as "mock court" and "legal aid" into credits and establishes a "legal literacy archive" to record student participation. At the same time, drawing on the CIPP evaluation model of Stufflebeam, a four-dimensional evaluation framework of "situation-participation-reflection-growth" can be designed, forming a process evaluation report by observing students' logical thinking in legal debates and their communication ability in community legal popularization. In addition, a "peer evaluation" mechanism can be introduced, such as the group mutual evaluation adopted by East China University of Political Science and Law in the "Rule of Law Sketch" course, which not only enhances the objectivity of evaluation but also promotes the collision of legal concepts among students. This evaluation method conforms to constructivist learning theory, shifting legal education from "outcome assessment" to "process cultivation."

4.3.2. Outcome Evaluation: Establishing a Quantitative Association Mechanism between Legal Literacy and Ideological and Political Course Scores

Outcome evaluation needs to construct a quantitative association mechanism between legal literacy and ideological and political course scores. The Opinions on Deepening the Reform and

Innovation of Ideological and Political Theory Courses in the New Era requires "improving the combination of ideological and political course exam scores and comprehensive quality evaluation," providing policy support for the association assessment. In specific implementation, drawing on Professor Zhang Wenxian's proposed "three-dimensional evaluation model of legal literacy," legal knowledge, legal thinking, and legal faith can be incorporated into the final exam indicators⁸. For example, Fudan University sets a "legal case analysis" special test in the "Ideology and Morality and Law" course, requiring students to use the provisions of the Civil Code to analyze social hot issues, with its score accounting for 30% of the total course evaluation. At the same time, a "legal literacy weighted scoring" system can be explored, giving additional credits to students who participate in legislative hearings and legal research. For example, China University of Political Science and Law can increase the ideological and political course scores by 5% for students who publish legal papers in China Legal Review. This assessment method not only reflects the orientation of "promoting learning through examination" but also strengthens the strategic position of legal literacy in talent cultivation.

5. Conclusion

The integration of legal theory into ideological and political courses in colleges and universities is a practical innovation in implementing the "integration of governing the country by law and governing it through virtue" in the new era. From the theoretical dimension, the deep integration of the Marxist view of law and the excellent traditional Chinese legal culture provides a theoretical system of the rule of law with "Chinese discourse" for ideological and political courses; from the practical dimension, the "three-in-one" promotion of curriculum system reconstruction, teaching method innovation, and evaluation system reform constructs a cultivation chain that penetrates "knowledge-belief-action." General Secretary Xi Jinping's thought on the rule of law proposes "adhering to the comprehensive rule of law," which not only requires ideological and political courses in colleges and universities to cultivate qualified citizens who "respect, study, abide by, and apply the law" but also needs to shape the future subjects of "rule of law in China" construction. Facing the future, ideological and political courses in colleges and universities need to continuously deepen the theoretical explanatory power, practical penetration, and value guidance of legal education, making the spirit of the rule of law a cultural consciousness that young students "internalize in their hearts and externalize in their actions," providing solid legal talent support for comprehensively building a socialist modernized country.

Acknowledgement

The interim results of the 2025 horizontal project "Exploration and Research on Ideological and Political Education Based on School-Training Collaboration" (Project No. 2025052601) of Xi'an Peihua University

References

- [1] Huang Ja The connotation, requirements and Countermeasures of the integrated development of legal education in Colleges and universities] Journal of Northeast Normal University, 2022 (4): 150-156
- [2] Cheng Lin Theoretical reflection and system construction of legal education personnel training in the new era] Rule of law research, 2022 (1): 118-128

- [3] Bhang Yang On the development of legal education in Colleges and universities with constitutional education as the core Ideological and theoretical education, 2,021 (11): 94-98
- [4] Bhang Xiaoping Research on the rule of law literacy of college students [D]. Changchun: Northeast Normal University, 2,018
- [5] Thu Lin, the dilemma and breakthrough of the rule of law education in Colleges and universities in response to the major epidemic -- Based on the empirical analysis of 35 colleges and universities across the country JJ. research on ideological education, 2,021 (4): 150-154
- [6] Wang Xiaoping On the path to promote the construction of legal education in Colleges and universities J1. China higher education, 2,021 (2): 45-47
- [7] Yin Weeny Journal of Qiqihar University (PHILOSOPHY AND SOCIAL SCIENCES), 2,021 (10): 7-10
- [8] Li Inyanga On curriculum evaluation [M]. Shanghai: Shanghai Education Press, 2,020:2