

Exploration of Practical Teaching Reform in Educational Psychology from the Perspective of Curriculum-Based Ideological and Political Education

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Abstract

From the perspective of curriculum-based ideological and political education, this paper explores the practical teaching reform pathways for Educational Psychology. By reviewing national policy orientations and the core requirements of curriculum-based ideological and political education, it analyzes the current shortcomings in ideological and political research for psychology courses, such as limitations in practical promotion, interdisciplinary integration, and attention to student subjectivity. The study focuses on the five major knowledge modules of Educational Psychology, systematically identifies ideological and political elements in each chapter, and designs practical teaching methods such as psychological games, case-based teaching, and role-playing to deepen the integration of theoretical knowledge and value cultivation. The research provides a theoretical framework and practical references for the ideological and political teaching reform of psychology courses, highlighting the educational philosophy of "integrating knowledge impartation with value guidance."

Keywords

Curriculum-based ideological and political education; Educational Psychology; Practical teaching.

1. Background of Teaching Reform from the Perspective of Curriculum-Based Ideological and Political Education

1.1. National Policy Trends

Promoting curriculum-based ideological and political education is a key strategic initiative by the state to implement the fundamental task of fostering virtue through education, aiming to integrate ideological and political education into all courses and achieve all-round, whole-process, and educating everyone. The 2016 Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities Under the New Situation first proposed "adhering to all-round, whole-process, and educating everyone" ("Three-Aspect Education"), requiring ideological value guidance to permeate the entire educational process[1]. In 2017, the Ministry of Education issued the Implementation Outline for Improving the Quality of Ideological and Political Work in Colleges and Universities, proposing the construction of a "Ten Major" education system and explicitly calling for "vigorously promoting classroom teaching reform with curriculum-based ideological and political education as the goal." [2] Subsequently, the 2020 Guidelines for Curriculum-Based Ideological and Political Education in Colleges and Universities comprehensively deployed curriculum-based ideological and political education, clarifying the pathways for advancing different types of courses. [3] The 2021 national "14th Five-Year Plan" proposed "deepening the reform and innovation of ideological and political theory courses in schools in the new era, promoting the parallel advancement of curriculum-based ideological and political education and ideological and political courses." [4] The above policies reflect the increasing clarity of requirements for

"curriculum-based ideological and political education," indicating that course reforms based on these requirements have become a priority in higher education teaching reform.

1.2. Core Requirements of Curriculum-Based Ideological and Political Education

Curriculum-based ideological and political education is a systematic reform of the higher education model at the national level. Through policy guidance and institutional design, it promotes the deep integration of knowledge impartation and value cultivation, nurturing well-rounded socialist builders and successors with moral, intellectual, physical, aesthetic, and labor education, and strengthening students' political identity, national sentiment, cultural literacy, and moral character. During the reform, it is essential to adhere to the "Three-Aspect Education" pattern of all-round, whole-process, and educating everyone, achieving the parallel advancement of "curriculum-based ideological and political education" and "ideological and political courses." In implementation, course construction should be advanced categorically, i.e., differentiated integration pathways should be designed based on disciplinary characteristics. For example, humanities courses should emphasize excellent traditional Chinese culture, Marxist historical materialism, and cultural confidence, while science and engineering courses should highlight scientific spirit, innovation for national service, and technological ethics. Additionally, teachers' primary responsibility should be reinforced by enhancing their political literacy and curriculum-based ideological and political design capabilities through training and collective lesson preparation. In classroom teaching, teachers are required to clarify ideological and political objectives in lesson plans, naturally integrate ideological and political elements through case-based teaching, project practice, and situational design, and use digital tools such as MOOCs and virtual simulations to enhance the appeal of ideological and political education, avoiding rigid indoctrination.

1.3. Shortcomings in Ideological and Political Research for Psychology Courses

In recent years, with the comprehensive advancement of curriculum-based ideological and political education in colleges and universities, research on psychology courses has evolved from theoretical exploration to practical deepening. While progress has been made in teaching methods and evaluation tools, several shortcomings remain: First, practical promotion is limited, as many case studies lack replicability due to constraints such as faculty and resources, and teaching methods remain traditional, failing to fully utilize new media technologies to optimize teaching effectiveness. Second, interdisciplinary integration is insufficient, with the fusion of psychology and ideological and political education often superficial, exhibiting a "two-skin phenomenon," where teachers struggle to balance ideological and political literacy with professional psychology expertise. Third, there is insufficient attention to student subjectivity, as teachers lack flexibility in implementing curriculum-based ideological and political education, failing to fully adapt teaching strategies to students' actual needs.

2. Pathways for Practical Teaching Reform

2.1. Identification and Integration of Ideological and Political Elements

2.1.1. Aligning with Teacher Training Program Objectives

During the continuous development of vocational education in China, the objectives of teacher training programs have become increasingly clear: to cultivate versatile technical and skilled teacher talents that meet the needs of the modern vocational education system. Although talent cultivation systems vary across institutions, the cultivation of teacher ethics and values education consistently plays a central role. As one of the foundational courses for teacher trainees, Educational Psychology should focus on this core when identifying ideological and political elements, integrating socialist core values, the spirit of craftsmanship, fairness

awareness, social responsibility, educational dedication, and professional reverence into teaching.

2.1.2. Mapping Ideological and Political Teaching Points in Educational Psychology

Table 1. Analysis of Ideological and Political Elements in Educational Psychology

Knowledge Module	Chapter Title	Ideological and Political Elements
Module 1:Overview	Chapter 1 Overview of Educational Psychology	Scientific Spirit and Educational Responsibility; Rigorous and Impartial Professional Ethics for Educators
Module 2:Student Psychology	Chapter 2 Psychological Development and Education	Comprehensive Development-Oriented Scientific Education Perspective; Respecting Individual Differences with Compassionate Pedagogy
Module 3:Learning Psychology	Chapter 3 Learning Theories	Cultivating Critical Thinking Skills; Fostering an Innovation Mindset
	Chapter 4 Learning Motivation	Aligning Personal Aspirations with National Development; Cultivating a Lifelong Learning Mindset
	Chapter 5 Transfer of Learning	Integrating Theory with Practice; Translating Professional Expertise into Social Service Competencies
	Chapter 6 Knowledge Acquisition	Nurturing the Aspiration to Serve the Nation with Knowledge; Establishing Awareness of Academic Ethics Baselines
	Chapter 7 Skill Development	Cultivating the “Craftsman Spirit”; Developing an Awareness of Applying Skills for Social Good
	Chapter 8 Learning Strategies	Scientific Thinking and Methodology; Self-Discipline Awareness
	Chapter 9 Problem Solving and Creativity	Developing Dialectical Thinking; Fostering a Critical Spirit
Module 4:Teaching Psychology	Chapter 10 Attitude and Moral Development	Cultivating Moral Agency and Rule Awareness; Nurturing the Spirit of Collectivism
	Chapter 11 Mental Health Education	Building Psychological Resilience; Establishing Proper Online Values
	Chapter 12 Instructional Design	Value Guidance through Heuristic Teaching; Cultivating Awareness of Integrating Traditional Culture with Modern Education
	Chapter 13 Classroom Management	Value-Based Guidance for Preventive and Interventional Management; Fostering Democratic and Egalitarian Awareness
Module 5:Teacher Psychology	Chapter 14 Instructional Measurement and Evaluation	Cultivating a Student-Centered Educational Philosophy; Value-Oriented Role Modeling
	Chapter 15 Teacher Psychology	Establishing Professional Ideals and Convictions for Educators;Cultivating Humanistic Care and Compassion

Curriculum-based ideological and political education involves infiltrating ideological and political content and moral education concepts into daily course knowledge teaching to leverage the educational function of course content. Identifying ideological and political

elements is the focus of achieving curriculum-based ideological and political education. Therefore, excavating ideological and political elements in Educational Psychology should center on education. On one hand, course knowledge should be integrated with current educational hot topics, enabling students to deepen their understanding of knowledge while gaining insights into the education industry and teacher training. On the other hand, based on the dual theoretical and practical nature of Educational Psychology, emphasis should be placed on practical education, allowing students to simultaneously enhance their theoretical foundation and practical application abilities in the classroom. The content of Educational Psychology is divided into five modules: "Overview," "Student Psychology," "Learning Psychology," "Teaching Psychology," and "Teacher Psychology." Each module contains specific chapters with different knowledge points and ideological and political content, as detailed in Table 1.

Module 1: Overview of Educational Psychology

The primary instructional content covers foundational theoretical knowledge including the definition of educational psychology, disciplinary development history, and research methodologies. Based on this content, ideological and political elements can be integrated by: (1) leveraging the research trajectories of both Eastern and Western educational psychology achievements to help students appreciate the scientific rigor and responsibility inherent in scholarly pursuit, and (2) aligning with teacher education objectives to cultivate rigorous and impartial professional ethics among future educators.

Module 2: Student Psychology

This module focuses on universal psychological patterns and individualized developmental trajectories among students. While student development follows sequential characteristics (progressing from simple to complex, concrete to abstract), it also exhibits significant individual differences in dominant domains, developmental pace, and ultimate attainment levels. This necessitates teachers to holistically understand students, emphasizing comprehensive development while implementing personalized guidance tailored to individual needs. Consequently, this module naturally incorporates ideological elements advocating holistic education and respect for individual differences.

Module 3: Learning Psychology (Core Module)

Comprising eight chapters—"Learning Theories," "Learning Motivation," "Transfer of Learning," "Knowledge Acquisition," "Skill Development," "Learning Strategies," "Problem-Solving and Creativity," and "Attitude/Moral Development"—this module offers rich opportunities for ideological integration. **Learning Theories:** Beyond introducing theoretical content, students critically evaluate strengths/weaknesses of psychological schools, fostering critical thinking and innovation awareness. **Learning Motivation:** Analyzing intrinsic/extrinsic motivation relationships guides students to align personal goals with national development needs (e.g., case studies of scientists like Qian Xuesen and Yuan Longping). **Connections to the "Learning Society" policy** reinforce lifelong learning values. **Transfer of Learning:** Discussions emphasize translating professional knowledge into societal service capabilities, achieving value-laden knowledge transfer. **Knowledge Acquisition:** The full-cycle integration includes: practice-based truth-seeking (hybrid rice R&D case), critical evaluation of cultural heritage, knowledge-for-nation aspirations, and academic integrity principles. **Skill Development:** The three-stage skill acquisition process incorporates "craftsman spirit" case studies, linking skill mastery with personal-social value alignment. **Learning Strategies:** Cognitive strategy instruction integrates perseverance and innovation; resource management strategies exemplify self-discipline through notable figures. **Problem-Solving:** Marxist methodology analyzes problem essence (dialectical thinking), while reverse-thinking exercises cultivate critical analysis. **Moral Development:** Piaget's theory applications (e.g., student Party

members' ideological maturation) foster moral agency[5]; pandemic-related discussions on personal/public duty nurture collectivism.

Module 4: Teaching Psychology

Four chapters—"Mental Health Education," "Instructional Design," "Classroom Management," and "Assessment/Evaluation"—feature these integrations. Mental Health: Case analyses (academic stress, interpersonal conflicts, cyber-subcultures) build psychological resilience and proper online values. Instructional Design: Question-driven value reflection promotes heuristic teaching; differentiated instruction cases merge "individualized teaching" with traditional/modern pedagogy integration. Classroom Management: Democratic teacher-student relationships are emphasized through participatory decision-making (e.g., "mock classroom hearings") to instill preventive/interventional management values. Assessment: Developmental evaluation theories, applied via "e-portfolio growth profiles," advance student-centered education; "Most Exemplary Student" case studies highlight role-model inspiration[6].

Module 5: Teacher Psychology

Centering on teachers' career-related psychological phenomena, this module prioritizes professional ideals and ethics. Comparative case studies (exemplary vs. unethical teacher conduct) cultivate teaching convictions, humanistic care, and compassion among trainees.

2.2. Design of Practical Teaching Methods

2.2.1. Psychological Games and Activities: Transforming Abstract Theory into Concrete Practice

Incorporating games and activities into the classroom is a common teaching method in theoretical courses. Integrating psychology-related games and activities into Educational Psychology teaching holds multiple significances. First, it promotes students' understanding of abstract theories. Psychological games and activities translate abstract psychological theories into experiential scenarios, helping students build intuitive cognition through participation. Second, it stimulates learning motivation, enhancing engagement and interest. Game-like designs such as competition mechanisms activate students' intrinsic motivation, reducing the monotony of theoretical learning. Finally, it improves socio-emotional skills. Group games and activities cultivate communication, collaboration, and empathy, which are core competencies for the teaching profession. When designing activities, teachers should ensure they closely align with teaching objectives, avoid "gaming for gaming's sake," balance theoretical instruction with game time, and accommodate introverted or special needs students by providing alternative participation methods.

2.2.2. Case-Based Teaching: Analyzing Real Educational Scenarios with Ideological and Political Elements

Case-based teaching is an effective method to tightly integrate theory and practice. Through real educational scenarios, it helps students deeply understand psychological theories. Students analyze contradictions, dilemmas, or dilemmas in cases in groups, promoting clashing of perspectives and collaborative learning, thereby developing analytical and problem-solving skills. Case selection is the core of case-based teaching. During lesson preparation, teachers should consider the typicality, conflict, and relevance of cases. In Educational Psychology teaching, the following three types of cases are recommended: 1. Descriptive cases: Present facts for student analysis, e.g., "A student's exam anxiety manifestations and family background." 2. Decision-making cases: Pose problems for students to propose solutions, e.g., "How to help a student with social anxiety integrate into the class?" 3. Controversial cases: Include opposing viewpoints to spark debate, e.g., "Should students with ADHD be isolated in special education?"

2.2.3. Role-Playing: Simulating Classroom Scenarios to Strengthen Professional Competencies

In Educational Psychology teaching, role-playing is an efficient method that deepens theoretical understanding by having students simulate different roles (e.g., teacher, student, or parent). It promotes empathy and social cognitive development while providing a safe environment for trial, error, and reflection. This helps teacher trainees pre-experience professional scenarios, fostering professional identity and ethical awareness. In instructional design, teachers should consistently center on educational objectives, focus on specific theories, determine role-playing themes based on course content, and prepare role cards clarifying each role's background, stance, and key dialogue prompts. During implementation, teachers should intervene appropriately, e.g., pausing performances to ask about characters' mental states or reminding observers to record effective interactions and conflict-resolution strategies.

3. Conclusion

As a foundational course for teacher training programs, Educational Psychology must align with curriculum-based ideological and political education requirements to achieve the organic unity of disciplinary knowledge and value guidance. By systematically identifying ideological and political elements and innovating practical teaching methods, this paper provides feasible pathways for cultivating vocational teachers with both professional competence and teacher ethics. Future research could further explore interdisciplinary collaboration mechanisms, in-depth application of digital teaching tools, and scientific evaluation systems for curriculum-based ideological and political education effectiveness, thereby advancing psychology courses from "formal integration" to "substantive internalization" and infusing stronger spiritual motivation into new-era teacher training.

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