

Ideological and Political Guidance, Professional Empowerment and Practical Education: A Study on the Innovative Path of the Integration of College Live Broadcasting Associations into Ideological and Political Education

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Abstract

With webcasting becoming an important part of college students' daily life, how to effectively use this emerging media carrier to strengthen ideological and political education in colleges and universities has become an important topic of ideological and political work in colleges and universities in the new era. In this paper, taking the "live group of eating light" in the School of Food Science and Engineering of Nanjing University of Finance and Economics as a case, the innovative mode of ideological and political education in colleges and universities with the integration of "ideological and political education+specialty+practice" is discussed. By constructing the education mechanism with deep integration of ideological and political education, professional characteristics and practice platform, this model effectively solves the problems existing in traditional ideological and political education, such as theory divorced from reality, low student participation and single educational carrier, and provides a reference path for the innovation of ideological and political education in colleges and universities in the new era. The research shows that the live broadcast education mode not only improves students' comprehensive quality and employment competitiveness, but also strengthens the effectiveness and attractiveness of ideological and political education, and realizes the organic unity of knowledge transmission, ability training and value guidance.

Keywords

webcast; Ideological and political education; Practice educating people; Food major; rural revitalization

1. Introduction

At present, webcasting has been deeply integrated into college students' daily life and study, and has become an important factor affecting students' ideas, values and

behaviors. As a new way of social networking in the new media era, webcasting has quickly become an important channel for college students to obtain information, social interaction and entertainment by virtue of its intuitive authenticity, accompanying interactivity and content diversity. College students, as the main participants in webcasting, not only watch the live broadcast through various platforms, but also many students directly participate in content production and live broadcast activities. This deep participation will inevitably have a far-reaching impact on college students' ideas and behaviors.

Traditional ideological and political education in colleges and universities faces many challenges when facing the new media form of webcasting: on the one hand, the vulgar content and bad value orientation on the webcasting platform may have an impact on college students' values; On the other hand, the strong interactivity and fast communication speed of webcasting also provide a new opportunity for innovative ideological and political education. How to effectively use the webcast platform to organically combine ideological and political education with professional education and practical ability training has become an important topic in ideological and political work in colleges and universities.

College of Food Science and Engineering of Nanjing University of Finance and Economics, as an important base for cultivating food professionals, actively explores innovative modes of ideological and political education in the face of the fact that students' employment is mainly concentrated in market-related positions. The "Food Live Broadcasting Group" established by the College innovatively combines ideological and political education, food specialty characteristics and live broadcasting practice platform, and provides students with practical opportunities for fixed posts through the forms of helping farmers live and bringing goods, which effectively promotes students' all-round development and employment ability. The purpose of this study is to systematically summarize the practical experience of this project, analyze its educational mechanism and effectiveness, and provide innovative models of ideological and political education for similar institutions.

2. The transformation needs of ideological and political education in colleges and universities in the live broadcast era

The rapid development of webcasting has had a dual impact on ideological and political education in colleges and universities, bringing unprecedented opportunities as well as severe challenges. Only by accurately grasping these influences can we effectively use the webcast platform and enhance the sense of the times and attractiveness of ideological and political education.

2.1. The positive impact of webcasting on ideological and political education in colleges and universities

Webcast provides a brand-new carrier for the innovation of ideological and political education in colleges and universities. Its characteristics of immediacy, interactivity

and extensive coverage can effectively break through the time and space limitations of traditional ideological and political education and realize the sharing of educational resources and the equality of educational opportunities. Through the live broadcast platform, ideological and political educators can spread knowledge and guide value with zero time difference, make maximum use of fragmentation time, organically combine the functions of live webcast, barrage and comment, and carry out various ideological and political education activities.

Webcast enriches the information resources of ideological and political education in colleges and universities. In a balanced and orderly webcast environment, the diversity, tolerance and innovation of the Internet are fully reflected. Ideological and political educators can use digital camera technology to produce content that conforms to the laws of ideological and political work and reflects social value, including not only textbook knowledge, but also practical information such as professional frontier topics, development trends, employment prospects, and rich content such as social hotspots and theme learning. The diversity and practicality of this content can significantly enhance the pertinence and effectiveness of ideological and political education.

Webcast is helpful to form a new pattern of educating all staff. By inviting full-time ideological and political teachers, counselors, professional teachers, administrators and even off-campus experts to participate in live broadcast activities, colleges and universities can maximize the integration of educational resources, break through the limitation of the number of students, share high-quality educational resources, and form a good situation of collaborative education. This multi-subject participation not only enriches the content and form of ideological and political education, but also enhances the affinity and influence of education.

2.2. The negative impact of webcasting on ideological and political education in colleges and universities

However, the complexity and uncontrollability of webcasting have also brought severe challenges to ideological and political education in colleges and universities. There are a lot of bad information and negative value orientation on the webcast platform, which is easy to impact the fragile values of college students. The erroneous ideas such as money worship and hedonism advocated by some anchors and the lucky psychology of "becoming famous overnight" may distort college students' values, lead to their impetuous mentality and quick success, and weaken the effect of traditional ideological and political education.

The excessive entertainment tendency of webcasting may weaken the seriousness and systematicness of ideological and political education. Some college students are too addicted to the live broadcast platform, which consumes a lot of time and energy, affects the normal order of study and life, and even leads to interpersonal barriers and psychological problems. This kind of excessive addiction not only distracts stu-

dents' learning attention, but also may make them far away from real social interaction and affect their all-round development.

The uncontrollable interaction of webcasting increases the difficulty of ideological and political education. The free expression of various ideas on the live broadcast platform is both positive and healthy, and there are also negative errors. This randomness not only meets the needs of participants' individual expression, but also provides conditions for the spread of negative culture. How ideological and political educators can effectively guide public opinion and carry forward the main theme in this open and pluralistic environment has become an urgent problem to be solved.

2.3. Ideological and political education in colleges and universities into the necessity of live elements

Facing the dual influence of webcasting, ideological and political education in colleges and universities must take the initiative to change and organically integrate the elements of webcasting into the education system. This integration is not simply to move the traditional ideological and political content to the live broadcast platform, but to achieve deep integration and innovative transformation. On the one hand, we should make full use of the advantages of live broadcast technology to enhance the interactivity and attractiveness of ideological and political education; On the other hand, it is necessary to adhere to the correct value orientation, strengthen content construction, and make the live broadcast platform a new position to spread positive energy and carry forward the main theme.

Nanjing University of Finance and Economics College of Food Science and Engineering's "live group of eating light" is the positive exploration of this integration. The project organically combines ideological and political education, professional characteristics and live broadcast forms. Through practical activities such as helping farmers live broadcast and bringing goods, students receive ideological and political education imperceptibly in the process of participation, realizing the organic unity of knowledge transmission, ability training and value guidance.

3. "Ideological and political+professional+practice" integration model of the theoretical framework

The innovation of the project of "Eating Light Live Broadcasting Group" lies in the construction of the education mode of deep integration of ideological and political education, professional characteristics and practice platform. This model is based on Marxist practice view and modern education theory, and forms a unique theoretical framework and implementation path.

3.1. Theoretical basis

The theoretical basis of this model first comes from the Marxist view of practice. Marxism emphasizes that practice is the basis of understanding and the only crite-

tion for testing truth. Only by combining ideological and political education with practice can we achieve the effect of internalizing the heart and externalizing it. By organizing students to participate in real live activities to help farmers, the "food-light live broadcast group" makes ideological and political education move from classroom teaching to practical experience, and realizes the unity of theory and practice.

Secondly, the constructivist learning theory provides the teaching theory basis for this project. Constructivism holds that learning is not a passive acceptance of knowledge, but a process in which learners actively construct meaning. By creating a real live broadcast situation, the project of "Eating Light Live Mission" guides students to actively participate and explore, and constructs knowledge, develops ability and forms values in the process of practice, which is in line with the requirements of modern educational concepts.

Thirdly, the concept of "Three Holistic Education" is an important guiding principle of the project. That is to say, all-staff education, whole-process education and all-round education. The project integrates the resources of schools, enterprises, society and so on, covering many links in and out of class, online and offline, realizing the diversification of educational subjects and systematization of educational process, and embodying the development direction of modern ideological and political education.

3.2. Mechanism construction

The mechanism construction of the "ideological and political+professional+practice" integration model is mainly reflected in the following three levels:

The first is the guidance of ideological and political education. The project always adheres to ideological and political guidance and integrates socialist core values into the whole process of live broadcast practice. In the theme selection, content design and activity organization of live broadcast, we should pay attention to strengthening the values such as social responsibility, honest management and fair trade, so that students can consciously identify with and practice mainstream values in practice. This integration is not a simple preaching, but a natural internalization through practical experience and value reflection.

The second is the empowerment of professional characteristics. The project gives full play to the disciplinary advantages of food specialty and organically combines professional knowledge with live broadcast practice. Students not only learn live broadcast skills, but also use food science knowledge to detect and analyze the quality of agricultural products and provide consumers with professional purchase suggestions. This kind of professional empowerment not only enhances the scientificity and authority of live broadcast, but also enhances students' professional identity and practical ability.

The third is the practice platform tempering. By building a real live broadcast scene and practical platform, the project enables students to temper their comprehensive quality in practical operation. From product selection and script design to live broadcast and after-sales service, students participated in the whole process, and comprehensively exercised their comprehensive abilities such as communication and expression, teamwork and problem solving. This practice not only enhances students' employment competitiveness, but also promotes their all-round development.

3.3. Implementation mode

The implementation mode of the project can be summarized as a "three-circle circulation" model: the inner circle is guided by ideological and political values, the middle circle is supported by professional knowledge, and the outer circle is a live broadcast practice platform. The three circles permeate and promote each other, forming a complete education system.

At the inner circle level, the project focuses on excavating the ideological and political elements in the live broadcast activities, such as strengthening students' sense of social responsibility and feelings of home and country by helping farmers and helping the poor; Cultivate students' professional quality and moral quality through honest management education; Exercise students' collective concept and cooperative spirit through teamwork. The integration of these ideological and political elements has given professional practice a high degree of value and ideological depth.

At the middle circle level, the project gives full play to the characteristics and advantages of food specialty, and integrates professional knowledge such as food chemistry, nutrition and food safety into the live broadcast content, so that professional learning has a practical carrier and application scenarios. This integration not only enhances the practicality and interest of professional education, but also improves the professional content and credibility of live broadcast activities.

At the outer circle level, the project has built a perfect practice platform and organizational guarantee. Establish cooperative relations with a number of agricultural enterprises to provide students with real practical scenes; Equipped with a team of professional instructors to provide full guidance and support; Establish an incentive mechanism to encourage students to actively participate and innovate. This platform construction ensures the sustainable development and effectiveness of the project.

4. Nanjing University of Finance and Economics "eat light live group" practice case

Since the launch of the "Food Live Broadcasting Group" project in School of Food Science and Engineering, Nanjing University of Finance and Economics, it has explored a characteristic road of combining ideological and political education with

professional practice. The following is a detailed analysis from three aspects: project background, operation mode and characteristic highlights.

4.1. Project Background and Positioning

School of Food Science and Engineering of Nanjing University of Finance and Economics is an important base for training food professionals. After graduation, most students work in market-related positions. In order to promote students' all-round development and enhance their employability, the college actively explored the practice mode of setting posts, and established a live broadcast society after comprehensive consideration. This decision is based on an accurate grasp of the current employment market trend: with the rapid development of e-commerce live broadcast, the food industry has a strong demand for compound talents with both professional knowledge and new media marketing capabilities.

The project invited Hu Xinqian, who used to be the first resident secretary in Fengxian County, Xuzhou City, Jiangsu Province, and was known as the "carrot secretary", to give a special lecture to empower students to practice with his successful experience. Hu Xinyu shared his transformation experience from "Mr. Hu" to "Mr. Hu", explained practical skills such as brand building, interaction between live broadcast rooms and platform rules, and dismantled the operational logic from deep processing of products to quality control of the whole chain through special live broadcast cases such as "appetizing radish in life". This guidance mode of "practical experts+professional teachers" provides students with all-round and professional growth support.

The clear positioning of the project is: relying on the advantages of food specialty, cultivating compound talents who know both agricultural technology and digital marketing through live broadcast practice, strengthening students' sense of social responsibility and professional accomplishment, and realizing the organic unity of "ideological and political guidance, professional empowerment and practical education".

4.2. Operation Mode and Implementation Path

The operation mode of "live broadcast group" can be summarized as "three-dimensional interaction and four-step promotion". Three-dimensional interaction is the cooperation of schools, enterprises and society; The four-step promotion includes four links: theoretical study, skills training, actual combat drills and summary and reflection.

In the theoretical study, students systematically learn the basic principles, operational skills and industry norms of live e-commerce, and at the same time deeply understand the significance and implementation path of rural revitalization strategy. Theoretical study not only includes imparting professional knowledge, but also pays more attention to excavating ideological and political elements, such as guiding stu-

dents to think about the unified relationship between social responsibility and economic benefits by analyzing cases of brand building of agricultural products.

In skills training, students receive all-round practical training, including live broadcast skills such as lens expression, script writing and interactive skills, as well as professional abilities such as product selection, quality inspection and marketing planning. The training emphasizes the combination of "professional background color" and "live broadcast characteristics", and requires students to use professional knowledge to empower live broadcast content, such as providing consumers with professional purchase suggestions through food composition analysis.

In actual combat drills, students directly participate in real live activities to help farmers. The college has established cooperative relations with a number of agricultural enterprises to provide students with a real practice platform. During the 11-hour live broadcast of helping farmers, the student team deeply understood the knowledge and skills of a series of e-commerce live broadcasts, such as live broadcast, pilot broadcast and product selection, actively cooperated with the on-site staff to complete the coordination work before and after the stage, and deeply experienced the whole process of live broadcast. This kind of actual combat drill has greatly improved students' practical experience and innovation ability.

In the summary and reflection session, students systematically reflect and summarize the practice process through practice reports, experience sharing and achievement display. Instruct teachers to organize special discussions, and guide students to analyze the gains and losses from the perspectives of ideology, politics, specialty and ability, so as to realize the educational effect of integrating knowledge with practice.

4.3. Features and Highlights

The features and highlights of the "Live Food Group" project are mainly reflected in the following three aspects:

The first is the deep integration of ideological and political education and professional practice. The project does not simply attach ideological and political content to live broadcast activities, but enables students to receive ideological and political education imperceptibly through value guidance and practical experience. For example, through the practice of helping agriculture and helping the poor, students feel the social value of professional knowledge and enhance their sense of responsibility and mission to serve the society. This kind of integrated ideological and political education avoids simple preaching, is closer to students' reality, and is more likely to produce emotional resonance and ideological identity.

The second is the effective integration of school-based resources and social resources. The project makes full use of both resources inside and outside the school to form a joint force for educating people. On campus, integrate food teachers and ideological and political work forces to provide professional guidance and value

guidance; Outside the school, introduce enterprise resources and social platforms to provide students with real practice scenes. This integration not only enriches educational resources, but also enhances the sociality and practicality of education. The third is the two-way empowerment of talent training and social services. The project not only cultivates students' comprehensive quality, but also serves rural development and farmers' income, achieving a win-win situation for talent training and social services. This two-way empowerment reflects the social responsibility of colleges and universities, and also provides students with practical opportunities to understand and serve the society, which promotes their all-round development.

5. The effectiveness and value of live education

The implementation of the project of "Live Broadcasting Group" has achieved remarkable results, which not only effectively improved students' comprehensive ability and employment competitiveness, but also innovated the form and carrier of ideological and political education and enhanced the effectiveness and attractiveness of education. The following analyzes the educational value of the project from three aspects.

5.1. Students' overall ability to improve

The most direct effect of the project is to promote the overall improvement of students' comprehensive quality. By participating in the live broadcast practice, students' professional application ability, communication and expression ability, teamwork ability and innovative thinking ability have been significantly enhanced. Some students said: "The case of 'Carrot Secretary' made me understand that live broadcast to help farmers is not just shouting, but also empowering agricultural products with professional knowledge." This sense of professional empowerment reflects the improvement of students' ability to apply theory to practice.

More importantly, the project has cultivated students' professionalism and sense of social responsibility. By participating in the live broadcast of helping farmers, students have a deep understanding of the current situation of agricultural and rural development and enhanced their sense of responsibility and mission to serve the society and contribute to the country. The formation of this sense of responsibility is an important goal of ideological and political education and the core embodiment of the educational value of the project.

The project has also significantly improved students' employment competitiveness. After graduation, students majoring in food are mostly engaged in market-related positions. The practical experience of live broadcast enables students to accumulate practical experience in new media marketing and product promotion in advance, thus enhancing their employment advantages. This practical training, which is directly connected with jobs, enables students to adapt to the requirements of the workplace more quickly and realize a smooth transition from school to society.

5.2. The effectiveness of ideological and political education has been significantly enhanced

The project has innovated the carrier and form of ideological and political education, making education closer to students' reality and more vivid and effective. Traditional ideological and political education mainly focuses on classroom teaching, which often lacks attraction and appeal. The live broadcast practice integrates ideological and political education into the real situation, realizes value guidance through experience and reflection, and greatly enhances the effectiveness of education.

The project has achieved the educational effect of the integration of knowledge and practice. Ideological and political education lies not only in "knowing" but also in "doing". By creating a real practice scene, the project enables students to learn by doing and realize by doing, internalizes the value concept into conscious action, and realizes the transformation of knowing and doing. This educational mode of knowing and doing in one has overcome the problem that theory is divorced from practice in traditional ideological and political education, making education more in-depth and effective.

The project also promoted the organic integration of ideological and political education and professional education. Traditional ideological and political education is often isolated from professional education, and it is difficult to form a joint force. By excavating the ideological and political elements in professional practice, the project makes them promote each other and complement each other, forming a good situation of collaborative education. This integration not only enriches the content and form of ideological and political education, but also enhances the value and significance of professional education.

5.3. Two-way promotion of social services and personnel training

The project directly served the rural revitalization strategy through the live broadcast of helping farmers. Students use professional knowledge and new media skills to help agricultural products expand sales channels, enhance brand value, and make practical contributions to increasing farmers' income and rural development. This service not only embodies the social responsibility of colleges and universities, but also provides students with a practical platform to understand and serve the society. The project explores a new mechanism of collaborative education between schools and places. Through cooperation with enterprises and local governments, the college has integrated social resources, expanded the space for educating people and formed a new pattern of opening schools. This collaborative education mechanism not only enhances the sociality and practicality of education, but also promotes the close connection between talent training and social needs.

The project also realized the organic combination of practical education and cultural education. By telling the farming story and cultural connotation behind agricultural products, students not only spread the value of products, but also inherit the farm-

ing culture and rural civilization. This kind of cultural inheritance and innovation enriches the cultural connotation of educating people and enhances the educational value of the project.

6. Challenges and optimization paths faced by live education

Although the project of "Live Broadcasting Group" has achieved remarkable results, it still faces some challenges and problems in practice. Only by accurately grasping these problems and taking effective countermeasures can we further optimize the project design and improve the educational effect.

6.1. Main challenges

The primary challenge facing the project is the controllability of educational effect. Webcast has the characteristics of openness and interactivity, and various unpredictable situations may occur in the practice process, such as negative comments from the audience and sudden technical failures, which may affect the realization of educational effects. How to effectively guide the interactive process and ensure the correct direction of education is an important problem to be solved in the project.

Secondly, the systematic deficiency of project design. At present, most projects focus on skills training and practical operation, and the excavation and integration of ideological and political elements are not systematic and in-depth, and there is a tendency of "emphasizing skills and neglecting ideological and political affairs". How to organically integrate ideological and political education into the whole process of practice and realize the organic unity of knowledge imparting, ability training and value guidance needs further exploration.

Thirdly, the scientific evaluation mechanism needs to be improved. The existing evaluation pays more attention to the live broadcast effect and sales data, and lacks scientific indicators and methods to evaluate the effectiveness of ideological and political education. How to establish a scientific and effective evaluation system and comprehensively and objectively evaluate the educational effect of the project is an urgent problem to be solved.

6.2. Optimization Path and Countermeasures

In view of the above challenges, the project can be optimized and improved in the following aspects:

The first is to strengthen the top-level design and realize the organic integration of ideological and political education and professional practice. Project design should adhere to the ideological and political guidance, dig deep into the ideological and political elements in professional practice, and integrate its system into the whole process of practice. In the selection of live broadcast theme, content design and activity organization, value guidance should be strengthened, so that ideological and political education can be more naturally and effectively integrated into practice.

The second is to build a collaborative education mechanism to form a joint force for education. The project should further integrate the resources of schools, enterprises, society and other parties to build a pattern of all-staff, whole-process and all-round education. On campus, strengthen the cooperation of ideological and political teachers, professional teachers and counselors; Outside the school, introduce more social resources and support to form a good mechanism for internal and external linkage and collaborative education.

The third is to improve the evaluation system and comprehensively evaluate the effect of educating people. The project should establish a scientific and diversified evaluation index, which not only pays attention to the live broadcast skills and sales performance, but also pays more attention to evaluating the improvement of students' values, professionalism and social responsibility. The educational effect of the project is comprehensively and objectively evaluated by combining process evaluation with result evaluation.

The fourth is to strengthen team building and improve the level of guidance. The project should strengthen the training and promotion of instructors, so that they can understand both ideological and political education and professional practice, and can effectively guide students' growth. At the same time, more industry experts with rich practical experience will be introduced to participate in the guidance, and a high-level team of instructors will be formed.

7. Conclusion and prospect

The practice of the project "Food Live Broadcasting Group" in College of Food Science and Engineering, Nanjing University of Finance and Economics shows that it is of great theoretical significance and practical value to integrate the live broadcast platform into ideological and political education in colleges and universities. The integration mode of "Ideological and Political Education+Specialty+Practice" constructed by the project has effectively solved the outstanding problems existing in traditional ideological and political education and enhanced the sense of the times and attractiveness of education.

7.1. Main conclusions

The main conclusions of this study are as follows:

First of all, webcasting provides a new carrier for the innovation of ideological and political education in colleges and universities. Through the interactivity and real-time of the live broadcast platform, the participation and attraction of ideological and political education can be effectively enhanced, and the innovation of educational methods can be realized.

Secondly, the deep integration of ideological and political education and professional practice is the key to improve the educational effect. Only by organically combining value guidance with professional education and practical ability training can we

realize the organic unity of knowledge imparting, ability training and value guidance.

Thirdly, practice orientation is an important guarantee for ideological and political education to achieve practical results. By creating real practical situations and guiding students to learn by doing and realize by doing, we can realize the educational effect of integrating knowledge with practice.

7.2. Future Outlook

In the future, ideological and political education in colleges and universities should further deepen the application of live broadcast platform, and explore and innovate from the following aspects:

The first is to further strengthen technology empowerment and use new technologies such as artificial intelligence and big data to improve the intelligence and personalization of live education. Through technical empowerment, ideological and political education is more accurate and effective.

The second is to deepen model innovation and explore more diverse and effective integration models. For example, the live broadcast platform is combined with virtual simulation, augmented reality and other technologies to create more abundant practical scenes and improve the educational effect.

The third is to expand the field of practice and extend the live broadcast education model to more majors and fields. If we combine the characteristics of different majors, we will develop targeted live broadcast practice projects and form a replicable and scalable educational model.

The successful practice of the project of "Live Broadcasting Group" shows that as long as we accurately grasp the pulse of the times and dare to innovate and explore, the ideological and political education in colleges and universities will certainly be able to better undertake the fundamental task of cultivating people with moral integrity and cultivate more socialist builders and successors with both ability and political integrity.

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