

Research on the Integration of Ideological and Political Education in Primary and Secondary Schools

Yang Wu

Huayu School, Anshan High-tech Zone, Anshan, Liaoning 114051, China
Email: 442754168@qq.com

How to cite this paper: Wu, Y. (2025). Research on the Integration of Ideological and Political Education in Primary and Secondary Schools. *Educational and Humanities*, 1(2), 54-62. ISSN Print: 3104-4352; ISSN Online: 3104-4360. <https://doi.org/10.63313/EH.9012>
Published: 2025-09-10

Copyright © 2025 by author(s) and Erytis Publishing Limited.
This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).
<http://creativecommons.org/licenses/by/4.0/>



Abstract

Ideological and political education is a systematic, continuous and deepening process, featuring continuity, phased nature and hierarchy. The primary and secondary school stage is an important period for the formation and development of an individual's ideology and morality, as well as a crucial stage for ideological and political education. Under the current new circumstances, conducting an in-depth analysis of the basic connotations and characteristics of the integrated construction of ideological and political education in primary and secondary schools, systematically studying the main problems existing in the process of integrated construction, and exploring effective paths to promote the integrated construction of ideological and political education in primary and secondary schools are of great significance for advancing the reform and innovation of ideological and political education in primary and secondary schools.

Keywords

Primary and secondary schools; ideological and political education; integration

1. Basic connotation

Ideological and political education refers to a purposeful and organized social activity that, through the interaction between the educational subject and the educational object, brings about positive changes in the educated in terms of cognition, emotion, will, behavior, etc., and forms ideological and moral qualities. The object of ideological and political education is human beings. Its essence is a kind of social practice activity, which is a purposeful activity of cultivating people carried out in social life. The process of ideological and political education is one in which educators exert influence on the educated through certain theoretical knowledge and practical experience, enabling the educated to form ideological and moral qualities and continuously develop them after mastering certain theoretical knowledge and practical experience.

Therefore, ideological and political education and practical activities are closely related, and the two interact and influence each other. Essentially, ideological and political education is a practical activity.

Ideological and political education, as a practical activity, has distinct temporal and spatial characteristics. From a temporal perspective, the forms and contents of ideological and political education have not been the same in different historical stages. From a spatial perspective, ideological and political education carried out in different historical periods, regions and ethnic groups all have unique characteristics. From the perspective of the combination of time and space, ideological and political education is characterized by long-term, repetitive and phased nature. Therefore, in terms of time, the primary and secondary school stage is a period when an individual conducts ideological and political education activities in different periods and regions. From a spatial perspective, the primary and secondary school stage is a period when an individual conducts ideological and political education activities in different regions.

The primary and secondary school stage is a crucial period for people to form their worldviews, outlooks on life and values, and it is also a key time to cultivate students' correct worldviews and values. Carrying out ideological and political education in primary and secondary schools is a systematic project, involving many aspects such as curriculum construction, textbook construction, teacher team building, management systems and evaluation mechanisms. The integrated construction of ideological and political education in primary and secondary schools refers to the systematic and comprehensive cultivation and shaping of students at the primary and secondary school stage through the efforts of the Party and the government, schools and all sectors of society, so as to make them become people with correct worldviews, outlooks on life and values, and noble moral sentiments.

From a macro perspective, the primary and secondary school stage is an important period for the formation and development of an individual's ideology and morality. Adolescence is a crucial period for individuals to transform from natural persons to social beings. If they are not systematically and comprehensively cultivated and shaped during their adolescence, it will have a negative impact on their personal ideological and moral cultivation in adulthood. Therefore, to enhance the quality and level of ideological and political education for primary and secondary school students in the new era, it is necessary to start from the primary and secondary school stages.

The system concept is a worldview and methodology that examines the development of things from a systematic perspective. It is the fundamental way of thinking for people to understand and transform the world. The "Decision of the Central Committee of the Communist Party of China on Further Comprehensively Deepening Reform and Promoting Chinese-Style Modernization" adopted at the Third Plenary Session of the 20th Central Committee of the Communist Party of China has identified "adhering to a systematic perspective" as one of the major principles for further comprehen-

sively deepening reform. As an organic whole and a systematic project, the integrated construction of ideological and political education in primary, secondary and tertiary schools is not only the cross-combination of its internal links and constituent elements, but also interacts with the external educational development pattern, embodying profound systematic philosophical wisdom. Further promoting the integrated construction of ideological and political education in primary, secondary and tertiary schools is related to the fundamental issue of for whom to cultivate people, what kind of people to cultivate and how to cultivate them. It is a key move to implement the fundamental task of fostering virtue and nurturing talent. To do this work well, we must base ourselves on the new era, new journey and new requirements, think forward-looking, plan the overall situation, make strategic layouts and promote it as a whole.

Promoting the integrated construction of ideological and political education in primary, secondary and tertiary schools is an inevitable move to highlight the characteristics of an education power. The education power we aim to build is an education power with Chinese socialist characteristics. It should possess strong ideological and political guidance, talent competitiveness, technological support, people's livelihood security, social coordination and international influence, providing strong support for comprehensively advancing the construction of a strong country and the great cause of national rejuvenation through Chinese-style modernization. The leading role of ideological and political education, as the first of the "six major characteristics" of an education power, reflects the essential requirements for building an education power. The core meaning of promoting the integrated construction of ideological and political education in primary, secondary and tertiary schools lies in upholding the Party's leadership over ideological work, providing direction for the construction of an education power, adhering to the principle of cultivating people for the Party and talents for the country, and striving to provide education that satisfies the people. It lies in fully implementing the fundamental task of fostering virtue and nurturing talent, and strengthening continuous, stable and long-term talent support for the construction of an education power.

2. Basic characteristics

The basic characteristics of the integrated construction of ideological and political education in primary and secondary schools are mainly reflected in

The first is integrity. The integrated construction of ideological and political education in primary and secondary schools is a systematic and continuous process. It encompasses different dimensions such as ideological and political education in schools, family education, and social education, and features an overall characteristic.

The second is the hierarchical nature. The integrated construction of ideological and political education in primary and secondary schools has different characteristics in various dimensions, such as the progressive feature from school to family and then to

society, and the progressive feature from macro to micro and then to meso.

The third is phased. The integrated construction of ideological and political education in primary and secondary schools is not static but evolves with The Times, with different requirements at different times.

The fourth is long-term. The integrated construction of ideological and political education in primary and secondary schools is not something that can be achieved overnight. It requires long-term persistence and continuous improvement to achieve practical results.

a. Overall characteristics

On the one hand, the integrated construction of ideological and political education in primary and secondary schools involves various elements such as schools, families, and society. Each element has its own characteristics and functions. These elements are interrelated and influence each other, forming an organic whole that jointly promotes the integrated construction of ideological and political education in primary and secondary schools. Schools bear the important responsibility of organizing, managing, educating and guiding students. Family education is an important environment for students' growth and success, and social education is an important channel for ideological and political education and moral character shaping of students.

b. Hierarchical characteristics

The integrated construction of ideological and political education in primary and secondary schools has a hierarchical feature, which is determined by the different dimensions of ideological and political education in primary and secondary schools.

From a macro perspective, the integrated construction of ideological and political education in primary and secondary schools can be divided into different aspects such as the state, society, family, school and students.

Secondly, from a micro perspective, the integrated construction of ideological and political education in primary and secondary schools can be divided into different stages. For instance, the period from kindergarten to primary school is the initial stage of a person's life development, during which they need to start getting in touch with all aspects of society. The family is also an important place for a person's growth.

3. Problems

3.1. Some schools do not attach sufficient importance to ideological and political education

Some schools believe that ideological and political education is only the responsibility of ideological and political theory course teachers and has nothing to do with teachers of other courses or class advisors. Due to the lack of emphasis on ideological and political education, some schools have the phenomenon of emphasizing cultural course teaching while neglecting ideological and political course teaching, resulting

in a disconnection between students' knowledge and action, and the integrated construction of ideological and political education becoming a mere formality.

3.2. Some ideological and political courses in primary and secondary schools have a high repetition rate with the content of textbooks and lack innovation

Some schools have a high repetition rate between ideological and political courses and textbook content, fail to grasp the overall connection between ideological and political courses and textbook content, and ignore the differences between ideological and political courses and textbooks at different educational stages.

Some schools have not conducted in-depth research and understanding of ideological and political courses and textbooks, and have not carried out integrated design in combination with the laws of students' physical and mental development and ideological and political education.

3.3. The problem of "fragmentation" is prominent in ideological and political education in primary and secondary schools

The integrated construction of ideological and political education in primary and secondary schools should achieve a multi-faceted linkage at the school level, family level and social level. However, at present, the methods and approaches of ideological and political education in some schools are still relatively monotonous, lacking pertinence and effectiveness for students of different educational stages, which is not conducive to the all-round improvement of students' comprehensive qualities.

c. Strengthen top-level design and make overall plans for the integration of ideological and political education in primary and secondary schools

The integrated construction of ideological and political education in primary and secondary schools must be based on the national top-level design, follow the laws of education and talent growth, and build an ideological and political education system that integrates curriculum, management and assessment and evaluation. First of all, schools should establish a responsibility system for ideological and political work with the principal as the primary person in charge. Schools should formulate plans and annual programs for ideological and political work, clearly defining work goals, specific tasks and completion times. Teachers of ideological and political courses in each grade should, in accordance with the national curriculum standards and the school's educational and teaching plans, formulate the teaching syllabi for ideological and political theory courses in their respective subjects. Teachers of all subjects should, based on the characteristics of their subjects, the content of the courses and the features of the students, carry out collective lesson preparation activities to determine the key points, difficulties and highlights of teaching. Secondly, it is necessary to make overall plans for the content of ideological and political education in primary and secondary schools. The national education authorities and the education administrative departments of all provinces and cities should, in accordance with the basic

education curriculum standards and the requirements for textbook compilation, formulate the integrated curriculum plans, textbook plans and teaching syllabi for ideological and political education in primary and secondary schools.

Thirdly, all schools should assume the responsibility for the integrated construction of ideological and political education in schools. All schools should make overall arrangements for the ideological and political education work of all departments and subjects within the school. Rich and diverse ideological and political education activities should be carried out in accordance with the characteristics of students at different educational stages.

3.4. Promote course construction and innovate the integrated teaching model of ideological and political courses

The integrated construction of ideological and political education in primary and secondary schools needs to fundamentally change the "marginalization" phenomenon of ideological and political courses, and solve problems such as the lack of attention to ideological and political courses in primary and secondary schools, weak teaching staff, and backward teaching methods. Therefore, schools should make overall plans for course construction, innovate the integrated teaching model of ideological and political courses, and effectively enhance the appeal and effectiveness of ideological and political courses.

The first is to promote the integrated construction of ideological and political courses and textbooks. Schools should give full play to the role of courses as the main battlefield for conducting ideological and political education, and strive to promote various ideological and political courses to move in the same direction as ideological and political education in courses, so as to form a synergy effect. We should take fostering virtue and nurturing talent as the fundamental task, further deepen the curriculum reform in primary and secondary schools, and strive to build an integrated ideological and political curriculum system that integrates disciplines, physical education and art, and practice. It is necessary to rationally arrange the structural system of ideological and political courses and teaching materials in light of the physical and mental development characteristics of students at different educational stages and the laws of ideological and political education. On the basis of adhering to the unity of political nature and academic nature, efforts should be made to strengthen the research on the compilation of ideological and political textbooks.

The second is to innovate the teaching methods and approaches of ideological and political courses. Schools should take students as the main body and teachers as the leading role, giving full play to the leading role of teachers in ideological and political course teaching and the main role of students in ideological and political course learning. Schools should establish a "three-in-one" ideological and political education model, making full use of social practice resources such as social practice bases, patriotic education bases, and traditional cultural venues to carry out activities such as

patriotic education, revolutionary tradition education, national conditions education, and legal education, to enhance students' understanding and recognition of the major decisions and plans of the Party and the state.

4. Solution path

At present, China is in the decisive stage of building a moderately prosperous society in all respects. In the new era and on the new journey, young people are not only participants and the main force in realizing the Chinese Dream of the great rejuvenation of the Chinese nation, but also practitioners and pioneers of the path of socialism with Chinese characteristics. At this crucial historical juncture, how can we further enhance ideological and political education for young people, help them fasten the first button of their lives, plant the seeds of ideals and beliefs in their hearts, set lofty aspirations, and strengthen their confidence in the path, theory, system and culture of socialism with Chinese characteristics? It is an important task for ideological and political education in primary and secondary schools at present and in the coming period.

4.1. Adhere to the unity of ideological and political education in courses and subject-based education

Realizing the organic integration of ideological and political education with subject-based education is an important part of the integrated construction of ideological and political education in primary and secondary schools in the new era. The construction of ideological and political education in primary, secondary and higher education courses is a systematic project of ideological and political education in schools.

Ideological and political theory courses and other subject courses are the most fundamental and important components in the integrated construction of ideological and political education in primary and secondary schools. We should give full play to the educational function of each subject course, integrate the core socialist values into the teaching process of each subject, and implement them in the reform of classroom teaching.

4.2. Adhere to the unity of value shaping and knowledge imparting

In the process of school education and teaching, the core socialist values should be integrated into the entire teaching process in accordance with the physical and mental development characteristics and laws of students at different stages. At the same time, it is also necessary to pay attention to organically integrating ideological and political theory courses with other subject courses to enhance the appeal and effectiveness of ideological and political education.

4.3. Adhere to the unity of explicit education and implicit education

At present, there is still an imbalance in the integrated construction of ideological and political education in primary and secondary schools in our country. Effective measures should be taken to solve the imbalance problem of ideological and political education in primary and secondary schools.

First, it is necessary to strengthen top-level design and macro guidance. It is necessary to strengthen the overall coordination and macro guidance of the integrated construction of ideological and political education in primary and secondary schools at the national level, and formulate plans and specific implementation plans for the integrated construction of ideological and political education in primary and secondary schools. Second, it is necessary to strengthen supervision, inspection, assessment and evaluation. It is necessary to formulate an assessment index system and evaluation standards for the integrated construction of ideological and political education in primary and secondary schools. Third, we must give full play to the guiding role of policies. We should make full use of the relevant national policy support and guarantee mechanisms. Fourth, we must give full play to the leading role of schools. In the process of promoting the integrated construction of ideological and political education in primary and secondary schools, schools should play a leading role and earnestly implement the fundamental task of fostering virtue and nurturing talent.

4.4. Adhere to the unity of goal-oriented and problem-oriented approaches

Therefore, in promoting the integrated construction of ideological and political education in primary and secondary schools, it is necessary to adhere to the unity of goal-oriented and problem-oriented approaches, and focus on the fundamental goal of the all-round development of students in terms of morality, intelligence, physical fitness, aesthetics, and labor for integrated design and advancement. In this process, it is also necessary to adhere to a problem-oriented approach and effectively address the prominent issues that affect the integrated construction of ideological and political education in primary and secondary schools.

First, we must adhere to the concept of "people-oriented". At present, the content of ideological and political education in primary and secondary schools mainly revolves around the growth and success of students. Therefore, it is necessary to carry out integrated design and promotion work with students at the center. Second, we must adhere to the unity of problem-oriented and goal-oriented approaches. In the process of promoting the integrated construction of ideological and political education in primary and secondary schools, it is necessary to adhere to the unity of problem orientation and goal orientation.

References

- [1] Xu Ruifang, Wu Yutong. The Integrated Construction of Ideological and Political Education in Primary, Secondary and Tertiary Schools from the Perspective of Moral Education and Talent Cultivation in the Whole Environment [J] Research on Ideological Edu-

- cation, 2025, (05): 24-29.
- [2] Shu Gaolei, Wang Jianzhou. The Inheritance Approach of Red Genes from the Perspective of Integrated Ideological and Political Education in Primary, Secondary and Tertiary Schools [J]. Chinese University Teaching, 2025, (05): 55-63.
 - [3] Wu Xiaoyun, Wu Xiao. Research on Vigorously Promoting the Integration of Ideological and Political Education in Primary, Secondary and Higher Education in the New Era: A Review of the Symposium on "The Construction and Development of Integrated Textbooks for Ideological and Political Education in Primary, Secondary and Higher Education" [J] Chinese Journal of Education, 2025, (01): 105-107.
 - [4] Deng Yan, Liu Xian. Integrated Construction of Ideological and Political Education in Primary, secondary and Tertiary Schools requires Integrated situation analysis [J]. Journal of Educational Science of Hunan Normal University, 2024, 23 (05): 56-63.
 - [5] Li Haiping. Integration of Ideological and Political Education in Primary, Secondary and Higher Education: Connotation, Significance and Practical Path [J]. Hunan Social Sciences, 2024, (05): 144-150.
 - [6] Feng Gang, Sun Bei, Shu Yongrui. Educational Interpretation of the Integration of Ideological and Political Education in Primary, Secondary and Higher Education [J]. China Distance Education, 2024, 44 (01): 90-96.
 - [7] Chen Dawen, Jiang Yanyang. On the Three-dimensional Orientation of the Integrated Construction of Ideological and Political Education in Primary, Secondary and Tertiary Schools [J]. Research on Ideological Education, 2023, (12): 33-37.
 - [8] Zhang Xilin, Tang Zhongbao. The Logic, Framework and Path for the Integrated Promotion of Ideological and Political Theory Courses in Primary, Secondary and Tertiary Schools: A Community Perspective Based on the Linkage of "Education - Politics" [J]. Research on Ideological Education, 2023, (07): 118-124.
 - [9] Han Tongyou, Wang Guan. Logical Reflection on the Spatio-Temporal Integration of the Integrated Construction of Ideological and Political Education in Primary, Secondary and Tertiary Schools [J]. China Higher Education, 2022, (22): 30-31+58.
 - [10] Zhang Na, Li Qing A Preliminary Study on the Goal Construction of Patriotic Education in the Integrated Teaching of Ideological and Political Theory Courses in Primary, Secondary and Higher Education Institutions [J] Research on Ideological Education, 2021, (12): 122-127.
 - [11] Gao Weixiang, Liu Lu. Analysis on the Integration of Party History Education into Ideological and Political Education in Primary, Secondary and Higher Education [J]. School Party Building and Ideological Education, 2021, (21): 59-61.
 - [12] Li Ming, Gao Xianghui, Sun Jiaxing, Wu Shuang. Construction of an Integrated System of Ideological and Political Education in Primary, Secondary and Tertiary Schools [J]. Modern Education Management, 2020, (06): 14-19.
 - [13] Feng Gang, Xu Wenqian. Grasping the Inherent Laws of the Integrated Construction of Ideological and Political Education in Primary, Secondary and Higher Education Institutions in the New Era [J]. China Higher Education, 2020, (02): 17-19.