

# Research on the Construction and Practice of the Integration Model of Course-Based Ideological and Political Education and the “Six-Class Coordination” Approach

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## Abstract

This study aims to construct and implement an integrated educational model combining course-based ideological and political education with the “Six-Class Coordination” approach to fulfill the fundamental mission of fostering virtue and cultivating talent, thereby enhancing the effectiveness of ideological and political education. Through a combination of theoretical analysis and practical case studies, it systematically explores the pathways for constructing and implementation strategies of this integrated model. The research demonstrates that this model effectively expands the carriers and forms of ideological and political education, strengthens the systematic and pervasive nature of education, and significantly improves student engagement and comprehensive literacy. The findings demonstrate that the organic integration of ideological and political education within the curriculum and the “Six-Class Coordination” approach constitutes an effective pathway for advancing holistic education involving all members, throughout the entire process, and across all dimensions. This model holds significant practical value and broader applicability for cultivating high-caliber talents with both moral integrity and professional competence.

## Keywords

Ideological and Political Education in the Curriculum; Six-Class Coordination; Cultivating Talent with Moral Integrity

## 1. Introduction

General Secretary Xi Jinping has emphasized that fostering virtue and nurturing talent must remain the central focus, with ideological and political work integrated throughout the entire educational process to achieve holistic and comprehensive

education. This important directive charts the course for the development of ideological and political education within the curriculum, highlighting its pivotal role in talent cultivation. Amidst the wave of educational reform, traditional models of ideological and political education have gradually revealed certain limitations. The “Six-Class Integration” model was proposed precisely to overcome these limitations and establish a new, comprehensive ideological and political education system. Integrating curriculum-based ideological and political education with the “Six-Class Integration” model holds practical significance. This integrated approach enriches the content and formats of ideological and political education, making it more relevant to students' daily lives while enhancing their interest and engagement. By embedding ideological and political elements across diverse classrooms, students receive multifaceted, comprehensive ideological and political education, thereby strengthening its effectiveness. This integrated approach fosters students' comprehensive development, equipping them not only with professional knowledge and skills but also cultivating moral character, social responsibility, and innovative spirit—laying a solid foundation for their future growth. It aligns with the new era's demands for talent cultivation, enabling the development of more high-caliber individuals with both integrity and competence. This, in turn, provides robust human capital support for realizing the Chinese Dream of national rejuvenation.

## **2. Analysis of the Connotations of Course-Based Ideological and Political Education and the “Six-Class Integration” Approach**

### **2.1. The Essence and Value of Course-Based Ideological and Political Education**

Guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, course-based ideological and political education aims to integrate knowledge transmission with value guidance. By employing subject matter and content that cultivate students' ideals, values, political convictions, and social responsibility, it comprehensively enhances their ability to analyze issues and discern right from wrong, thereby developing well-rounded talents with both moral integrity and professional competence. Through course-based ideological and political education, students not only acquire solid professional knowledge and skills but also establish correct worldviews, outlooks on life, and values. This strengthens their confidence in the path, theory, system, and culture of socialism with Chinese characteristics, cultivates sound moral character, social responsibility, and innovative spirit, and prepares them to become new-era talents capable of shouldering the great mission of national rejuvenation. In education, ideological and political education within courses holds irreplaceable value. It fosters well-rounded talent by promoting balanced development in knowledge, abilities, and character, better equipping students to meet societal demands. Integrating ideological and political education into diverse courses enhances its effectiveness, transforming traditional, monotonous

teaching methods. Students absorb these principles subtly, increasing their identification with and acceptance of the content. Curriculum-based ideological and political education also promotes the organic integration of diverse courses, breaking down disciplinary barriers to cultivate students' comprehensive literacy and innovative capabilities, thereby laying a solid foundation for their future development.

## **2.2. The Structure and Role of the “Six-Class Integration” Approach**

Face-to-face classrooms, as the most traditional and fundamental teaching format, have consistently held a dominant position in knowledge transmission and ideological and political education. In terms of ideological and political education, face-to-face classrooms possess unique advantages. Practical classrooms achieve the organic integration of ideological and political education with knowledge application by organizing students to participate in various practical activities, such as experiments, internships, social practice, and innovation and entrepreneurship initiatives. In practical classrooms, students apply theoretical knowledge to real-world operations, deepening their understanding and mastery of concepts while enhancing practical skills and innovation capabilities. These settings also serve as vital platforms for reinforcing ideological and political education. Psychological classrooms primarily focus on student mental health, helping students understand mental health knowledge, master psychological adjustment methods, and cultivate positive, optimistic mindsets and well-rounded personalities. In psychological classrooms, instructors can impart mental health knowledge through lectures, counseling, and guidance sessions. Topics include emotional management, interpersonal skills, and stress coping techniques, helping students resolve psychological concerns and enhance their mental resilience. Integrating ideological and political elements into psychological education enriches its substance and elevates its effectiveness. Online classrooms represent a novel teaching format that leverages internet technology and digital platforms. Their advantages—including abundant resources, unrestricted time and space, and strong interactivity—offer new avenues and methods for ideological and political education. Online classrooms possess vast teaching resources and break through temporal and spatial constraints, enabling students to learn anytime, anywhere. Social classrooms extend ideological and political education into real-world settings, utilizing societal resources to conduct educational activities. Social classrooms feature diverse resources, including museums, memorial halls, patriotic education bases, enterprises, and communities. These societal resources contain rich ideological and political education elements, providing students with authentic and vivid learning contexts.

## **3. Building the Integration Model of Course-based Ideological and Political Education and the “Six Classroom Synergy”**

### **3.1. Principles of Integration**

The integration of course-based ideological and political education with the “Six Classroom Synergy” should adhere to a series of scientific and reasonable principles to ensure its effectiveness and sustainability. The educational principle is paramount. Whether in face-to-face, practical, or other classroom settings, the core objective must always be to educate students and cultivate their ideological and political literacy. Throughout the teaching process, ideological and political education should permeate every instructional phase, ensuring students receive sound ideological and political guidance while acquiring knowledge and skills, thereby establishing correct worldviews, outlooks on life, and values. In traditional classrooms, instructors should deeply explore ideological and political elements within specialized courses. For instance, when teaching history and culture courses, they should guide students to understand the outstanding traditional culture of the Chinese nation, enhancing national pride and cultural confidence. In practical classrooms, organizing students to participate in social practice activities cultivates their sense of social responsibility and spirit of dedication.

The principle of systematic integration requires treating the six types of classrooms as an organic whole, subject to comprehensive planning and integration. Barriers between different classroom types must be dismantled to achieve resource sharing and complementary strengths, forming a holistic, full-process educational system. Curriculum design should reasonably arrange teaching content and pacing according to the characteristics and functions of each classroom type, ensuring seamless connections and mutual reinforcement among them. For instance, online classrooms can provide rich teaching resources for face-to-face sessions. Students can preview relevant knowledge online beforehand to prepare for classroom learning. Practical classrooms allow students to apply theoretical knowledge learned in face-to-face sessions to real-world contexts, deepening their understanding and mastery of the subject matter. Simultaneously, these practical settings provide real-world case studies for psychological classrooms, helping students better comprehend and address psychological issues.

The principle of innovation is key to driving the continuous development and refinement of blended learning models. In teaching methods, tools, and content, we must pursue constant innovation to adapt to the characteristics and needs of students in the new era. With the rapid advancement of information technology, online classrooms can adopt new technologies like virtual reality and augmented reality to create more vivid and intuitive learning environments, thereby enhancing students' interest and engagement. Regarding teaching content, attention should be paid to social hot topics and students' ideological trends, promptly integrating new ideological and political elements into instruction. This ensures teaching content remains closely aligned with students' real-life experiences, enhancing the relevance and effectiveness of education.

### 3.2. The Concept of Integration

This concept emphasizes the collaborative efforts of schools, families, and society to jointly create an optimal environment for students' growth and development. Within schools, an atmosphere of holistic education must be fostered, where teachers, administrators, and support staff clearly understand their responsibilities in educational work and actively participate in integrating ideological and political education into the curriculum and the “six-class coordination” initiative. Teachers should play a leading role in teaching, not only imparting professional knowledge but also focusing on cultivating students' ideological and political literacy; Administrators should provide support and ensure teaching operations, fostering a conducive academic environment and campus culture. Support staff should create comfortable learning and living conditions through quality services, subtly influencing students' thoughts and behaviors.

The family serves as the primary classroom for student development. Parents should monitor their children's ideological progress and academic performance, actively cooperating with schools in ideological and political education. Through both words and actions, parents can cultivate students' moral character and behavioral habits, guiding them toward sound values. Parents can participate in social practice activities alongside students, allowing them to experience societal warmth and responsibility through hands-on engagement, thereby strengthening their sense of social duty. Society at large should also actively engage in collaborative education, providing students with more practical opportunities and resources. Businesses can offer internship positions, enabling students to understand industry trends and professional requirements through practical experience while cultivating their professional competence and innovative spirit. Communities can organize cultural events and volunteer services to enrich students' extracurricular lives, developing their social interaction skills and spirit of dedication. Through the collaborative efforts of schools, families, and society, a powerful synergy in education is formed to jointly promote students' all-round development.

### 3.3. Integration Model

The integration of ideological and political education into the curriculum and the “Six-Class Coordination” model should fundamentally aim to cultivate well-rounded students. This goal closely aligns with the demands for talent in the new era, encompassing multiple dimensions including knowledge, abilities, and moral character. At the knowledge level, students must not only master solid professional knowledge but also understand ideological and political theories, humanities and social sciences, and natural sciences to form a comprehensive knowledge system. In professional course instruction, teachers should organically integrate professional knowledge with ideological and political education, guiding students to grasp the historical context, social significance, and value orientations of their disciplines while learning specialized content. When teaching engineering technology

courses, instructors can highlight China's developmental achievements and challenges in the field to inspire patriotic enthusiasm and innovative spirit, while also addressing social responsibilities and ethical considerations in engineering applications.

Regarding competency development, the integrated model emphasizes cultivating students' comprehensive abilities, including learning skills, practical application, innovation, communication, and teamwork. Through theoretical instruction in face-to-face classrooms and hands-on practice in practical sessions, students develop the ability to apply knowledge to solve real-world problems. Leveraging the resource advantages of online classrooms, students are guided toward self-directed learning and exploration, cultivating their learning and innovation capacities. Participation in team projects and social practice activities fosters communication and teamwork skills. In team projects, students must collaborate through division of labor to accomplish tasks, requiring strong communication and teamwork abilities while also honing organizational coordination and leadership skills.

Moral cultivation is a vital component of students' holistic development. The integrated model focuses on fostering sound ethical character, social responsibility, and patriotic spirit. By integrating mental health education with ideological and political education in psychological classes, students are guided to establish sound outlooks on life, values, and worldviews, cultivating moral awareness and behavioral habits. Through social practice activities in community-based classes, students gain deeper insights into societal realities, strengthening their sense of social responsibility and mission while nurturing patriotic sentiments and a spirit of dedication. In the social classroom, students participate in community service activities, providing assistance to residents while gaining firsthand experience of social life. This exposure to societal needs and challenges strengthens their sense of responsibility and mission toward society, cultivating awareness of caring for others and serving the community.

To achieve this fundamental goal, the integrated model requires clear direction during implementation. Emphasis must be placed on optimizing the curriculum system, fully integrating ideological and political education into all courses to establish a comprehensive system for incorporating ideological and political education into the curriculum. Based on the characteristics and needs of different majors, corresponding syllabi for ideological and political education should be developed, clearly defining the objectives, content, and methods of such education. This ensures that ideological and political education is closely integrated with professional education, achieving an organic unity of knowledge transmission and value guidance. Strengthen faculty development to enhance teachers' ideological and political literacy and pedagogical capabilities. As the implementers of the integrated model combining course-based ideological and political education with the “six-class coordination,” teachers' competencies directly impact teaching outcomes. Therefore,

through training and teaching research activities, deepen teachers' understanding of course-based ideological and political education, equip them with effective teaching methods and tools, and enable them to flexibly incorporate ideological and political elements into instruction, guiding students to actively engage in learning and critical thinking. Attention must be paid to refining the teaching evaluation system by establishing scientific and reasonable assessment indicators to comprehensively and objectively evaluate students' learning outcomes and overall quality. The evaluation system should not only focus on students' knowledge acquisition but also emphasize the cultivation of their abilities and moral character. Diversified evaluation methods should be employed to motivate students toward well-rounded development. Integrating resources from the six types of classrooms is a key step in realizing the integration of ideological and political education with the “six-class linkage” model. This integration effectively optimizes the allocation of ideological and political education resources, enhancing the quality and effectiveness of such education.

Regarding face-to-face classroom resources, fully leverage the leading role of teachers while strengthening collaboration and communication among them. Faculty from different disciplines can form teaching teams to jointly explore integrating ideological and political elements into specialized course instruction, achieving cross-disciplinary integration. In interdisciplinary teaching, instructors can draw on the characteristics of various subjects to guide students in considering issues from multiple perspectives, broadening their intellectual horizons and cultivating comprehensive competencies. Optimize teaching facilities and environments to provide students with favorable learning conditions. Schools should develop modern teaching facilities such as classrooms, laboratories, and libraries to foster a rich learning and cultural atmosphere, allowing students to be subtly influenced by ideological and political education.

Integrating practical classroom resources requires strengthening cooperation between schools, enterprises, and social institutions to establish stable practical teaching bases. Through corporate partnerships, students can participate in real-world project development and practice, gaining insights into industry trends and demands while cultivating practical skills and professional competence. At these bases, students can engage in hands-on operations and practical training under corporate mentors, applying theoretical knowledge to real-world work to enhance their practical skills and problem-solving abilities. Diversifying practical teaching content and formats is essential—beyond traditional internships and experiments, activities like innovation/entrepreneurship practices and social investigation projects should be offered. This allows students to hone their capabilities through experience while strengthening their sense of social responsibility.

Integrating psychological classroom resources requires institutions to establish comprehensive mental health education systems with dedicated professionals and facilities. Mental health educators can collaborate with ideological and political in-

structors to jointly conduct mental health and ideological education activities, integrating ideological education into mental health programs. Within mental health curricula, educators can incorporate ideological content to guide students in developing accurate self-perception and life goals, thereby strengthening psychological resilience and resilience to setbacks. A robust psychological counseling service mechanism must be established to provide timely and effective support, helping students resolve psychological concerns and issues while promoting their mental well-being.

Online classroom resources offer rich diversity and rapid dissemination. Integrating these resources necessitates leveraging internet technology and platforms. Schools can develop online teaching platforms to consolidate high-quality ideological and political education resources—such as online courses, instructional videos, and academic papers—providing students with convenient learning channels. Instructors can utilize these platforms to conduct online teaching activities, engage in interactive exchanges with students, and promptly understand their learning progress and ideological developments. Strengthen online public opinion monitoring and guidance to foster a positive online learning environment. Schools should establish online public opinion monitoring mechanisms to promptly identify and address harmful information, guide students in critically evaluating online content, and enhance their digital literacy and discernment skills.

Integrating social classroom resources requires fully tapping into resources from all sectors of society, such as museums, memorial halls, patriotic education bases, and communities. Schools can collaborate with these social institutions to organize student visits, research activities, and volunteer services, enabling students to receive ideological and political education through social practice. When visiting museums and memorial halls, students can learn about historical culture and revolutionary traditions, strengthening their national pride and patriotic sentiments.

The integration of social classroom resources requires fully tapping into resources from all sectors of society, such as museums, memorial halls, patriotic education bases, and communities. Schools can collaborate with these social institutions to organize student activities including visits, research, and volunteer services, enabling students to receive ideological and political education through social practice. Visiting museums and memorial halls allows students to learn about historical culture and revolutionary traditions, fostering national pride and patriotic sentiment. Participating in community volunteer activities helps students understand social welfare issues, strengthening their sense of social responsibility and civic awareness. Effective management and utilization of social classroom resources are essential. Scientific activity plans and safety measures must be established to ensure students receive safe and effective ideological and political education through social practice.

#### **4. Strategies for Integrating Ideological and Political Education into the Curriculum with the “Six-Class Integration” Model**

### 4.1. Strengthening Faculty Development

Faculty members are the key implementers of the integrated model of curriculum-based ideological and political education and the “Six-Class Integration.” Their ideological and political literacy and teaching capabilities directly impact the effectiveness of this integration. Therefore, strengthening faculty development is crucial. Schools should regularly organize teachers to participate in ideological and political theory training, inviting experts and scholars in the field to deliver specialized lectures and training courses. This enables in-depth study of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, the Party's educational policies and guidelines, as well as the fundamental theories and methods of ideological and political education. Through such training, teachers gain a profound understanding of the essence and significance of curriculum-based ideological and political education, elevating their political stance and ideological awareness while strengthening their commitment and sense of responsibility toward implementing this approach. Conduct teaching competency enhancement training to equip educators with methods and techniques for integrating ideological and political elements into course instruction. Training content may include applications of teaching methodologies such as case-based teaching, discussion-based teaching, and experiential teaching, along with guidance on identifying ideological and political elements within courses and designing relevant teaching segments. This training will improve teachers' instructional design and classroom management capabilities, enabling them to organically combine ideological and political education with professional teaching to achieve the organic unity of knowledge transmission and value guidance. Encourage faculty to engage in teaching research and pedagogical innovation, exploring teaching methods and models suited to the integration of course-based ideological and political education with the “Six-Class Coordination” approach. Institutions may establish dedicated teaching research projects, providing funding and support to encourage active participation in exploring and implementing course-based ideological and political education reforms. Faculty can draw from their teaching experiences to summarize lessons learned, write teaching research papers and case studies, and share insights with colleagues to collectively elevate teaching standards.

Establish a faculty incentive mechanism to recognize and reward teachers who demonstrate excellence in integrating ideological and political education with the “Six-Class Integration” teaching model. Rewards may include both material incentives (e.g., bonuses, honorary certificates) and non-monetary incentives (e.g., promotion opportunities) to stimulate teachers' motivation and creativity, encouraging broader participation in curriculum-based ideological and political education reform.

### 4.2. Enhancing Resource Integration and Sharing Mechanisms

To achieve deep integration of ideological and political education with the “Six Classroom Synergies,” it is essential to further refine resource integration and sharing mechanisms, optimize resource allocation, and enhance resource utilization efficiency. Institutions should establish a unified teaching resource management platform to consolidate teaching materials across all six classroom types, including syllabi, teaching presentations, instructional videos, case libraries, and question banks. Through this platform, teachers and students can conveniently access required teaching resources, facilitating resource sharing and circulation. The platform should feature resource categorization, search, and evaluation functions to enable users to quickly locate resources that meet their needs. It should also support quality assessment and feedback mechanisms to promote continuous optimization and updates of resources.

Strengthen resource integration and collaborative cooperation across different classroom settings. Face-to-face classrooms can be combined with online classrooms, allowing teachers to incorporate high-quality online teaching resources into traditional settings to enrich instructional content. Practical classrooms can be integrated with community-based learning environments, leveraging their practical training bases and resources to provide students with more hands-on opportunities. Mental health education can be woven into other classroom settings, embedding psychological well-being instruction across various courses to promote students' holistic physical and mental development. By strengthening resource integration and collaborative cooperation across different classrooms, complementary advantages can be realized to enhance teaching effectiveness.

Establish incentive mechanisms for resource sharing to encourage active participation from teachers and teaching departments in resource sharing and development. Rewards and support, such as teaching achievement awards or resource development funding, can be provided to teachers and departments actively sharing high-quality teaching resources. This approach motivates teachers and departments, fostering a virtuous cycle of resource sharing. Schools may also strengthen collaborations with other institutions, enterprises, and social organizations to share high-quality teaching resources, broaden resource channels, and enrich content diversity.

### **4.3. Establishing a Robust Teaching Management and Evaluation System**

Developing a teaching management and evaluation system tailored to the integrated model of curriculum-based ideological and political education and the “Six-Class Coordination” is a critical measure to ensure its effective implementation. Institutions should formulate corresponding teaching management regulations, clearly defining the teaching objectives, content, methods, and requirements for each type of classroom. This standardizes teaching processes and behaviors. Teaching schedules

and sequences for various classroom types should be reasonably arranged to ensure seamless integration and mutual reinforcement among the six classroom types, forming an organic whole. Strengthen supervision and management of teaching processes by establishing teaching quality monitoring mechanisms. Conduct regular inspections and evaluations of teaching activities to promptly identify and resolve existing issues.

Construct a scientific and rational teaching evaluation system to comprehensively and objectively assess students' learning outcomes and comprehensive quality development under the integrated model of course-based ideological and political education and the “Six-Class Integration.” The evaluation system should emphasize diversity, focusing not only on students' knowledge mastery but also on their competency development, ideological and moral character, practical abilities, and innovative capabilities. Evaluation methods should be varied, employing a comprehensive assessment through exams, assignments, classroom performance, practical reports, project outcome presentations, peer evaluations, and self-assessments. Evaluation should involve multiple stakeholders, including faculty assessments, student self-evaluations, peer reviews, corporate evaluations, and societal feedback, to provide a multi-dimensional view of student learning and overall development.

Incorporate the implementation of the integrated model into faculty teaching evaluations and performance assessments to incentivize active participation in pedagogical reform and practice. Prioritize outstanding instructors in promotion reviews and commendation programs. Teachers who fail to effectively implement the integrated teaching model should receive guidance and support to improve their teaching methods and content, thereby enhancing instructional quality.

## 5. Conclusion

The development and implementation of the integrated model combining ideological and political education with the “Six Classroom Integration” approach have yielded substantial outcomes. In constructing this model, it was clarified that integration should adhere to the principles of educational value, systematicity, and innovation, while upholding the concept of collaborative education. Through goal-oriented design, resource integration, and pedagogical innovation, a model has been developed that aims to cultivate well-rounded students by integrating resources from six classroom types and employing diverse innovative teaching methods. This model fully leverages the unique strengths of face-to-face classrooms, practical training classrooms, psychological counseling classrooms, online classrooms, and social practice classrooms. It achieves the organic integration of various classroom types with course-based ideological and political education, providing students with comprehensive, multi-level ideological and political education.

As educational reforms deepen and societal demands for talent cultivation intensify, course-based ideological and political education will assume increasingly vital roles

in teaching. Rapid advancements in information technology—including artificial intelligence, virtual reality, and big data—present new opportunities and challenges for this model. AI enables personalized instruction by delivering tailored learning resources and guidance based on individual student progress and characteristics. Virtual reality technology can create more authentic and vivid learning environments, enhancing students' educational experiences. Big data analytics can evaluate student learning behaviors and outcomes, providing data-driven insights to optimize instructional processes. Moving forward, we should actively explore integrating these technologies into the blended model, continuously innovating teaching methods and tools to elevate educational quality and effectiveness. Future efforts must involve ongoing exploration and practice to overcome challenges while fully leveraging the strengths of this integrated approach.

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