

# The Application of Ideological and Political Education in College Chinese-English Translation Classes

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**Abstract:** *This paper focuses on the integration of ideological and political elements into college Chinese-English translation classes, aiming to explore the theoretical basis, practical issues, and implementation paths for their integration. Based on constructivist learning theory, intercultural communication theory, and comprehensive development education theory, the study analyzes current problems in Chinese-English translation teaching, such as the rigid integration of ideological and political elements, insufficient teacher literacy, imperfect evaluation systems, and a lack of teaching resources. It proposes targeted strategies from five dimensions: excavating ideological and political materials, innovating teaching methods, improving teacher literacy, perfecting evaluation systems, and developing teaching resources. Through verification with teaching cases involving patriotic poems, reports on technological achievements, and political documents, these strategies are shown to effectively unify the imparting of translation skills with value guidance. It enriches the theoretical system of integrating curriculum-based ideological and political education with translation teaching, providing practical references for cultivating translation talents with both professional competence and a sense of national belonging.*

**Keywords:** Curriculum-based Ideological and Political Education, College Chinese-English Translation Teaching, Teaching Strategies, Intercultural Communication, Translation Talent Cultivation.

## 1. INTRODUCTION

In the era of deepening globalization, cross-cultural exchanges have become increasingly frequent, and Chinese-English translation, as a crucial bridge between China and the world, has grown in significance. Meanwhile, China has raised higher standards for talent cultivation, emphasizing the development of high-quality individuals with a sense of national identity, global perspective, and social responsibility. In this context, college Chinese-English translation classes, as the primary platform for nurturing translation talents, must not only teach translation skills but also shoulder the mission of ideological and political education. In recent years, the integration of ideological and political education into curricula has become a key direction in China's higher education reform, requiring the organic incorporation of ideological and political elements into all aspects of teaching to achieve the unity of knowledge transmission and value guidance (Gao Deyi & Zong Aidong, 2017). Chinese-English translation courses, with their inherent cross-cultural nature, involve the transmission of Chinese culture, social systems, and values, providing ample space for integrating ideological and political elements. However, current integration in translation classes faces numerous issues, such as rigid methods and insufficient alignment with teaching content, failing to fully exert its educational role.

Against this backdrop, this study addresses three core questions: What is the theoretical basis for applying ideological and political elements to Chinese-English translation classes? What problems and challenges exist in their current application? How to construct effective teaching strategies for integrating ideological and political education into translation classes? To answer these questions is vital for enhancing the educational effectiveness of Chinese-English translation teaching and cultivating translation talents with solid skills and correct values.

Theoretically, this study enriches the theoretical system of integrating curriculum-based ideological and political education with translation teaching. By sorting out relevant theories and analyzing the intrinsic connections between ideological and political elements and Chinese-English translation teaching, it provides theoretical support for their application, expands the scope of translation teaching theory, and offers references for integrating ideological and political education into other foreign language courses, promoting the development of curriculum-based ideological and political education theory. Practically, the proposed strategies provide specific guidance for college translation teachers, helping them better integrate ideological and political elements with translation teaching, innovate teaching methods and content, and improve students' ideological and political literacy alongside their translation abilities. Additionally, the findings offer insights for compiling translation textbooks and improving teaching evaluation systems, contributing to the reform and development of

Chinese-English translation education.

It should be noted that this study focuses on the application of ideological and political education in college Chinese-English translation classes, covering the selection of ideological and political elements, integration methods, teaching strategies, and application effects. The structure is as follows: the first part introduces the research background, questions, significance, scope, and structure; the second part explores the connotation of curriculum-based ideological and political education, the characteristics of Chinese-English translation teaching, and the theoretical basis for their integration; the third part analyzes the current status of application, including achievements, problems, and causes; the fourth part proposes specific teaching strategies; the fifth part verifies the effectiveness of these strategies through case studies; and the last part makes the conclusion with research findings, limitations, and future directions.

## **2. Theoretical Foundations**

### **2.1 Connotation and Core Elements of Curriculum-based Ideological and Political Education**

Curriculum-based ideological and political education refers to integrating ideological and political elements—including ideological and political theory, socialist core values, fine traditional Chinese culture, and professional ethics—into all aspects of course teaching and reform, thereby achieving moral education subtly (Xi Jinping, 2016). Its core elements include the unity of value guidance, knowledge transmission, and ability cultivation, emphasizing the cultivation of students' correct worldview, outlook on life, and values while imparting professional knowledge. In essence, it is not about simply adding ideological and political content to courses but excavating ideological and political elements inherent in disciplinary knowledge and integrating them organically with professional teaching (Mei Rongzheng, 2020). For example, in teaching the translation of literary works, students' patriotism and social responsibility can be fostered by analyzing character images and thematic ideas.

### **2.2 Characteristics and Goals of Chinese-English Translation Teaching**

Chinese-English translation teaching is characterized by its cross-cultural nature, strong practicality, and comprehensiveness. It involves the conversion of two languages and cultures, requiring students to have a solid linguistic foundation and an understanding of Sino-Western cultural differences (Nida & Taber, 1969). Translation is also a highly practical skill that improves through extensive practice, with students encountering issues such as translating culture-loaded words and adjusting sentence structures. The goals of Chinese-English translation teaching include not only cultivating students' ability to translate accurately and fluently but also developing their intercultural communication skills, critical thinking, and professional ethics (Zhong Weihe, 2010). In a globalized context, translation talents must accurately convey China's voice and safeguard its image in cross-cultural exchanges, requiring translation teaching to emphasize the cultivation of national pride and cultural confidence.

### **2.3 Theoretical Basis for Integrating Ideological and Political Education with Chinese-English Translation Teaching**

#### **2.3.1 Constructivist Learning Theory**

Constructivist learning theory posits that learning is an active process where learners construct meaning by interacting with their environment, integrating new knowledge with existing experiences to form new cognitive structures (Piaget, 1970). Integrating ideological and political elements into translation classes provides students with richer learning environments and interaction opportunities, guiding them to reflect on the values embedded in these elements during translation practice and internalize them into their own beliefs and behaviors. For example, when translating texts on the people-centered development philosophy, students not only apply translation techniques to enhance their skills but also deepen their understanding of this philosophy's significance, thereby strengthening their sense of pride as citizens. This translation process embodies active meaning construction.

#### **2.3.2 Intercultural Communication Theory**

Intercultural communication theory emphasizes effective communication among people from different cultural backgrounds, including cultural cognition, adaptation, and respect (Hall, 1976). Chinese-English translation itself is an intercultural activity, and integrating ideological and political elements helps students uphold China's stance

and disseminate its culture in cross-cultural interactions. By introducing elements such as fine traditional Chinese culture and socialist core values, translation teaching enables students to understand Chinese culture's connotations and values, fostering cultural confidence. This equips them to accurately convey Chinese cultural essence while respecting other cultures, achieving effective cross-cultural communication (Jia Yuxin, 1997).

### 2.3.3 Comprehensive Development Education Theory

Comprehensive development education theory advocates that education should promote the all-round development of morality, intelligence, physical fitness, aesthetics, and labor, cultivating individuals with sound personalities and high comprehensive quality. Integrating ideological and political education with translation teaching aligns with this theory, fostering students' professional skills alongside their ideological and moral qualities to achieve holistic development. Translation talents must possess not only excellent skills but also correct political stances and moral values, enabling them to adhere to professional ethics and resist the spread of harmful information. Integrating ideological and political elements guides students to develop correct professional values, laying a solid ideological foundation for their career development.

## 3. Current Status of Applying Ideological and Political Education in College Chinese-English Translation Classes

### 3.1 Achievements

With the advancement of curriculum-based ideological and political education, more colleges have begun emphasizing its integration into Chinese-English translation classes, achieving certain results. Some teachers actively excavate ideological and political elements in translation materials. For example, when translating classic Chinese literary works, they guide students to appreciate the embedded national pride and spirit; when translating current affairs news, they cultivate students' political sensitivity and social responsibility. Several colleges have adopted «Xi Jinping: The Governance of China» as a translation material, enabling students to improve their political document translation skills while deepening their understanding of China's political system and development concepts, thereby enhancing their identification with socialism with Chinese characteristics (Huang Youyi, 2013). Additionally, some teaching teams have developed textbooks and case banks integrating ideological and political elements, providing resource support for their application in translation classes.

### 3.2 Existing Problems and Causes of Problems

#### 3.2.1 Rigid Integration and Disconnection from Teaching Content and Its Cause

Some teachers fail to deeply excavate translation materials, simply adding ideological and political slogans or cases to teaching, resulting in a disconnection between ideological and political elements and translation content, which feels forced and abrupt (Qiu Weiguang, 2020). The cause of this problem is that some colleges and teachers misunderstand curriculum-based ideological and political education, equating it with specialized ideological and political courses, and view integrating it into professional courses as an extra burden. This leads to insufficient attention, policy support, and resource investment (Yang Xiaohui, 2017).

#### 3.2.2 Insufficient Teacher Literacy and Lack of Integration Awareness and Its Cause

Teachers play a key role in applying ideological and political education in translation classes, but some currently lack sufficient literacy and the awareness or ability to integrate these elements with teaching. Some view translation teaching as merely skill transmission and underestimate the importance of ideological and political education; others recognize its significance but lack methods to integrate it effectively (Gao Deyi et al., 2019). This attributes to that teachers are in lack of Effective Training and Guidance. Without systematic training, teachers' ability to integrate ideological and political education with translation teaching is limited. Most translation teacher training focuses on updating translation theories and skills, with little coverage of integration methods, leaving teachers without effective guidance (Liu Jianda, 2020).

#### 3.2.3 Imperfect Evaluation Systems Ignoring Ideological and Political Outcomes and Its Cause

Current evaluation systems focus primarily on students' translation skills, such as accuracy and fluency, while neglecting ideological and political literacy (Wen Qiufang, 2018). This leads students to prioritize skill

improvement over ideological development, hindering deep integration. High-quality resources are essential for effective integration, but the development of ideological and political translation materials lags behind. While some political documents and red culture materials exist, they are limited in quantity and lack systematic organization, failing to meet the needs of students at different levels and majors (Zhang Wei, 2019).

#### 3.2.4 Scarcity of Ideological and Political Elements in Textbooks and Its Cause

Textbooks are crucial for teaching, but existing Chinese-English translation textbooks lack systematic and targeted integration of ideological and political elements. Most focus on traditional literary works and news reports without fully excavating their ideological value, failing to meet teaching needs (Wang Shusen et al., 2021).

## 4. Strategies for Applying Ideological and Political Education in Chinese-English Translation Classes

### 4.1 Excavating Ideological and Political Elements in Translation Materials for Content Integration

On the one hand, teachers should carefully select Chinese-English translation materials rich in ideological and political elements, such as classic Chinese literary works, cultural tourism resources, political documents, and reports on technological achievements. Materials should be ideologically relevant, timely, and targeted, ensuring close alignment with teaching content. For example, literary selections could include red classics like “Red Crag” and “Song of Youth”, allowing students to experience revolutionary martyrs’ patriotism and spirit through translating excerpts. Current affairs news could cover China’s poverty alleviation, technological innovation, and ecological civilization, enabling students to learn about national achievements and strengthen national pride during translation (Xu Jun, 2019). Selected materials should be analyzed in depth to clarify their ideological elements and educational goals.

On the other hand, teachers should naturally incorporate ideological and political elements while teaching translation techniques. For instance, when explaining strategies for translating culture-loaded words, examples like “dragon” and “phoenix”—which carry distinct Chinese cultural meanings—can illustrate the need to convey cultural connotations accurately. This can lead to discussions on Chinese culture’s uniqueness and value, fostering cultural confidence (Venuti, 1995). Similarly, when teaching sentence translation, teachers can select some positive sentences, such as “天行健，君子以自强不息” for students to appreciate the spirit of perseverance and responsibility while practicing translation. This approach ensures students learn skills while receiving ideological inspiration.

### 4.2 Improving Teaching Methods for Multi-Channel Integration

In class teaching, teachers can adopt some teaching methods, such as case teaching, project-based learning, Situational Teaching and so on.

Case teaching involves analyzing representative cases to guide learning and reflection. In translation classes, teachers can select cases that demonstrate both translation techniques and rich ideological elements, guiding students to discuss the appropriateness of translation strategies and how to convey ideological elements accurately. For example, translating “the four consciousnesses” — a concept with rich Chinese-specific connotations — requires students to first grasp its meaning before conveying it effectively to target readers.

Project-based learning centers on students completing full projects to acquire knowledge and skills. In translation classes, projects integrating ideological elements could include translating cultural books, creating bilingual websites introducing Chinese culture, or providing translation services for international conferences. Working in groups, students collaborate to complete tasks, enhancing translation skills and teamwork while deepening their understanding of ideological elements and developing a sense of responsibility and professional ethics (Kolb, 1984). Translating traditional Chinese culture books, for instance, requires researching historical context, strengthening cultural literacy and national pride.

Situational teaching creates specific scenarios for experiential learning. In translation classes, scenarios like simulated international conference interpretation, diplomatic negotiations, or cultural exchange events can be designed. Students role-play and practice translation, with teachers introducing ideological challenges, for instance,

how to safeguard national interests or how to resolve cultural conflicts, to enhance their ideological awareness, intercultural communication skills, and political literacy (Brown, 2007).

#### **4.3 Enhancing Teacher Literacy to Strengthen Integration Capability**

There are some measures taken to improve teacher literacy in order to strengthen their integration capability.

Colleges should provide training for translation teachers through workshops, seminars, and courses, helping them study Xi Jinping's important remarks on education and policies related to curriculum-based ideological and political education. This enhances their understanding of its importance and sense of responsibility. Training should cover the connotation of curriculum-based ideological and political education, methods for excavating elements, and integration strategies. Inviting ideological education experts and outstanding teachers to share experiences can provide practical guidance (Ministry of Education, 2020).

Schools and departments should regularly hold seminars on integrating ideological and political education into translation teaching, providing platforms for teachers to share practices, discuss problems, and learn from each other. Activities like open classes, demonstration lessons, and competitions for teaching papers or cases can encourage exploration of effective integration methods (Liu Runqing, 2003).

Incentives such as recognition, rewards, and preferential treatment in professional evaluations or research project applications should be provided to teachers excelling in integration. This motivates active participation and innovation in teaching methods.

#### **4.4 Perfecting Teaching Evaluation to Emphasize Ideological Outcomes**

Improvement should be made in teaching evaluation to emphasize ideological outcomes, as illustrated in the following.

Evaluation systems should include both translation skill indicators (accuracy, fluency, logic) and ideological literacy indicators (political stance, moral character, cultural confidence, social responsibility) (Han Baocheng, 2018). For example, when we assess translation assignments, considerations should include whether ideological elements are accurately conveyed, whether correct political values are reflected, and whether intercultural awareness—including respect for other cultures and accurate transmission of Chinese culture—is demonstrated.

Moving beyond single evaluation methods, a combination of student self-assessment, peer review, teacher evaluation, formative assessment, and summative assessment should be used. Self-assessment and peer review foster reflection and critical thinking; formative assessment tracks student progress and ideological development, enabling timely teaching adjustments (Black & Wiliam, 1998). In practical translation courses, for example, students can self-evaluate their handling of ideological elements, participate in group reviews, and receive comprehensive teacher evaluations based on assignments, class performance, and discussions.

#### **4.5 Developing Ideological and Political Translation Resources for Support**

Compiling Textbooks Integrating Ideological and Political Elements and building an Ideological and Political Translation Case Bank should be advised

Professional teachers and ideological education experts should collaborate to compile textbooks covering literary, political, economic, technological, and cultural materials, with systematic excavation and interpretation of ideological elements. Textbooks should avoid forced integration and include teaching guides, multimedia resources (courseware, videos, exercises) to facilitate teaching (Dai Weidong, 2001). For example, video explanations of translation cases can help students visualize ideological integration.

A case bank should collect diverse translation cases—including excellent works and typical errors—covering various ideological themes and translation techniques. Teachers can select cases to guide students in analyzing ideological elements and translation strategies, enhancing both translation ability and ideological literacy. Encouraging teachers and students to contribute to and update the bank ensures its continuous enrichment (Zhang Peiji et al., 2009).

## 5. Teaching Case Analysis

### Case One: Teaching Translation of Patriotic Poems

Teaching Objectives:

Enable students to master translation methods for patriotic poems, improve their poetic translation skills, and deepen their understanding of patriotic poems' connotations to foster national responsibility and patriotism.

Teaching Process:

Introduction: Play a video recitation of excerpts from “*满江红*”, explain its background and significance to arouse interest.

Material Selection: Use “*满江红*” as the translation material, which contains ideological elements such as “loyalty to the country,” “perseverance,” and “spirit of sacrifice.”

Vocabulary Explanation: Highlight lines embodying these elements, e.g., “*驾长车，踏破贺兰山缺*” translated as “When we've reconquered our lost land. In triumph would return our army grand,” and analyze their ideological connotations.

Translation Practice: Students practice translation with teacher guidance, focusing on their conveyance of ideological elements.

Discussion and Feedback: Organize discussions on translation approaches. Teachers provide feedback, emphasizing accurate transmission of the poem's spiritual essence.

Extension: Recommend additional poems like Lu You's “*示儿*”, and Wen Tianxiang's “*过零丁洋*” for further translation practice to deepen understanding.

Teaching Effects:

Students mastered poetic translation methods and accurately translated such texts while gaining a deeper appreciation of ancestors' patriotism, elevating their own patriotic feelings. Post-class feedback indicated increased engagement in translating and disseminating such poems.

### Case Two: Teaching Translation on China's Technological Achievements

Teaching Objectives:

Enable students to master techniques for translating scientific texts, improve their technological translation skills, and enhance national pride and confidence by learning about China's technological achievements, fostering innovation and scientific literacy.

Teaching Process:

Introduction: Display images and videos of China's recent technological achievements in aerospace, high-speed rail, and automotive industries to introduce the topic.

Material Selection: Use a news report on China's Tianwen-2 mission, containing elements such as “technological innovation,” “independent research and development,” and “aerospace spirit.”

Sentence Translation Techniques: Explain common structures and techniques in scientific news, such as translating passive voice and splitting long sentences, with examples from the material.

Translation Practice: Students practice translation, guided to accurately convey both technical information and ideological elements.

Group Collaboration: Students revise translations in groups to develop teamwork.

Presentation: Groups present their tasks and teachers provide feedback, emphasizing the need to highlight China's technological strength and innovation to enhance international discourse power.

Teaching Effects:

Students mastered scientific translation skills, producing accurate and fluent translations. Learning about China's achievements strengthened their national pride and understanding of innovation's importance.

### **Case Three: Teaching Translation of Chinese Political Documents**

Teaching Objectives:

Enable students to master translation methods for vocabulary and sentences in political documents, improve their understanding and translation abilities, cultivate intercultural communication awareness, and equip them to accurately introduce China's policies, conditions, and national conditions to the world.

Teaching Process:

Introduction: Ask students to define the overarching tasks of socialism with Chinese characteristics to introduce the topic.

Material Selection: Use an article on these tasks, containing elements such as "Two Centenary Goals," "Chinese Dream," and "a distinctively Chinese path to modernization."

Translation Techniques: Explain methods for translating terms and fixed expressions, emphasizing consistency and avoiding arbitrary substitutions.

Practice and Presentation: Students present their translations for peer learning. Emphasis is placed on mastering fixed term translations and applying techniques for long or rhetorical sentences.

Teaching Effects:

Students mastered political document translation methods and deepened their understanding of China's politics and policies. They demonstrated accuracy and objectivity in translation and dissemination, with enhanced national confidence and pride.

## **6. Conclusion and Outlook**

This study systematically analyzes the theoretical basis, current status, strategies, and cases of integrating ideological and political education into College Chinese-English translation classes, yielding key findings as follows: Integration is theoretically supported by constructivist learning theory, intercultural communication theory, and comprehensive development education theory. While progress has been made, challenges remain. The problems such as rigid integration, insufficient teacher literacy, imperfect evaluation systems, and scarce textbook resources are still rooted in misunderstandings of curriculum-based ideological and political education, inadequate training, and lagging resource development. Targeted strategies—excavating ideological elements, innovating methods, enhancing teacher literacy, improving evaluation, and developing resources—have been validated through cases, demonstrating practical value.

Despite its systematic exploration, this study has limitations. Its scope is narrow, focusing on college Chinese-English translation classes with limited attention to other levels (e.g., vocational colleges) or types (e.g., English-Chinese translation, interpretation). Teaching cases are limited to patriotic poems, technological achievements, and political documents, with insufficient depth in other themes like ecological civilization or professional ethics and long-term, quantitative analysis of application effects is lacking, hindering precise assessment of long-term impacts on students.

Future research should expand to diverse translation teaching contexts (e.g., vocational colleges, interpretation),

increase and diversify cases to explore more ideological themes and conduct long-term, quantitative evaluations of effects using surveys, interviews, and performance analysis to optimize strategies. Additionally, integrating technologies like artificial intelligence and virtual reality such as developing virtual translation scenarios for immersive practice could enhance teaching engagement and effectiveness.

In conclusion, integrating ideological and political education into Chinese-English translation classes is a complex systemic project requiring collaboration among colleges, teachers, and students. Sustained exploration will promote deep integration, cultivating outstanding translation talents with solid skills, noble ethics, and strong national pride and contributing to China's cultural dissemination and international exchanges.

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