

## The Value Implications, Realistic Challenges, and Optimization Paths of the Integrated Construction of Holistic Ideological and Political Practice Education Curriculum across All Levels, from Elementary School to University

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**Abstract:** The integration of holistic ideological and political practice education curriculum across all levels, from elementary school to university is an important method to promote the effective connection and progressive development of practical education at various educational levels, carry out the fundamental task of fostering virtue through education and establish a full-staff, whole-process, and all-round education pattern, achieve an organic combination of small ideological and political classrooms with the broader social classroom. At present, the integrated construction of practical education faces three major challenges: disconnection between educational stages, content discontinuities, and lack of coordination in mechanisms. Clarifying the four major practical goals and implementing six strategies—achieving "three full coverages," integrating four aspects, promoting three types of standardization, establishing three types of bases, facilitating cross-stage coordination, and enabling four-level linkage—are essential to effectively realize the high-quality development of integrated practical education across primary, secondary, and higher education institutions. This approach ensures the integration of practical education, content, activities, educational vehicles, cross-stage coordination, and overall guidance.

The concept of "Holistic Ideological and Political Education" refers to the further reinforcement of the core position and significant role of ideological and political theory courses. It aims to integrate various courses with ideological and political education theory courses through an educational pattern that involves all-round, whole-process, and all-staff participation. Ideological and political education is incorporated into every aspect of students' lives, including their daily routines, academic disciplines, social practice, and cyberspace, creating a synergistic effect. Ultimately, this leads to the establishment of a systematic, collaborative, and diversified ideological and political education system. Practice education is an essential component of ideological and political education. It serves as an important carrier and impetus for nurturing people with high morality. It is also an effective way to cultivate the new generation of young people who can shoulder the great mission of national rejuvenation. In 2019, first put forward at the symposium for teachers of ideological and political theory courses in schools that: "It is essential to gradually open and upgrade ideological and political theory courses in primary, secondary and tertiary schools, which is an important guarantee for training future generations who are well-prepared to join the socialist cause<sup>[1]</sup>." In July 2022, the Ministry of Education and nine other departments issued the "Implementation Plan for the Comprehensive Promotion of the Construction of the 'Great Ideological and Political Course',"<sup>[2]</sup> which pointed out that "some schools still need to improve in terms of running ideological and political courses, mobilizing various social resources, and attaching importance to practical teaching. The integrated construction of ideological and political courses in primary, secondary, and higher education institutions is also in urgent need of deepening." The plan required that "full use should be made of the broader social classroom, a practical teaching work system should be established, diversified practical teaching activities should be organized and carried out, and practical teaching bases should be well constructed and utilized." In July 2024, the General Secretary issued significant directives on the construction of ideological

and political education in schools, emphasizing the "further promote integrated development of the political education curriculum across all levels, from elementary school to university. "[3] He highlighted that the integrated construction of ideological and political education should not only concentrate on the primary front of school-based ideological and political education but also leverage the rich resources of social ideological and political education. This approach aims to ensure a positive interaction between school-based ideological and political education and social resources, practical activities, and more. [3] Ideological and political courses should extend beyond the classroom, permeating social life as well. Over the past five years, the approach has evolved from "progressive implementation" to "deepening advancement," from focusing on "ideological and political courses" to "ideological and political education," and from "small classroom teaching" to "the broader social classroom." These changes reflect the deepening and comprehensive expansion of the integrated construction of ideological and political education across primary, secondary, and higher education institutions in terms of both degree and system. They also provide new directions and set new requirements for the research on the integrated practical education of primary, secondary, and higher education institutions in the new era.[4]

The integration of holistic ideological and political practice education curriculum across all levels, from elementary school to university refers to the integration of ideological and political education throughout all educational stages of primary, secondary, and higher education institutions. Through systematic design, integration of resources, and collaborative education, a progressive and organically connected integrated practical education system is constructed. Effectively implementing the integrated construction of holistic ideological and political practice education curriculum across all levels, from elementary school to university is a practical necessity for the following reasons: It helps to connect the practical education chain across different educational levels, integrate educational resources, promote the unity of knowledge and action, serve talent cultivation, and advance the construction of a community of schools, families, and society. Therefore, deeply exploring the value implications of the integrated construction of holistic ideological and political practice education curriculum across all levels, from elementary school to university, fully clarifying the current challenges it faces, and actively exploring the optimization paths for the integrated construction of practical education are of great significance for implementing the fundamental task of nurturing people with high morality in the new era across primary, secondary, and higher education institutions.

## **1. The Value Implications of The Integrated Construction of Holistic Ideological and Political Practice Education Curriculum across All Levels, from Elementary School to University**

The integrated construction of holistic ideological and political practice education curriculum across all levels, from elementary school to university is a crucial method to fully implement the Party's educational guidelines, assist students in establishing a solid foundation of ideals and beliefs, and cultivate and practice the core socialist values. It is also an essential component of the comprehensive advancement of the integrated construction of the political education curriculum across all levels, from elementary school to university.

### **1.1 The Inevitable Requirement to Promote the Effective Connection and Progressive Advancement of Practice across All Levels, from Elementary School to University**

Practical education is an indispensable part of talent cultivation in primary, secondary, and higher education institutions, and the integration of practical education is an inevitable requirement for the integration of ideological and political education. The cognitive development theory posited by the distinguished psychologist Jean Piaget indicates that following birth, as individuals engage in activities to adapt to their environment, their cognitive abilities and modes of thinking evolve in response to problem situations, varying with age. Piaget delineated cognitive structure into four stages: the sensorimotor stage, the preoperational stage, the concrete operational stage, and the formal operational stage. Additionally, he classified moral cognition into three stages: the pre-moral stage, the heteronomous morality stage, and the autonomous morality stage.[5]

The renowned American psychoanalytic theorist Erik Erikson delineated personality development into eight stages, emphasizing that it is a sequential product of socio-cultural influences, which is characterized by distinct features at each stage.<sup>[6]</sup> The integrated construction of practical education across all levels, from elementary school to university is precisely based on this understanding. It follows the laws of educational development and the growth patterns of adolescents and young adults. It is designed around the developmental characteristics and educational goals of each stage: "In primary school, the focus is on cultivating students' moral emotions; in junior high school, the emphasis is on solidifying students' ideological foundations; in senior high school, the goal is to enhance students' political literacy; and in university, the priority is to increase students' sense of mission and responsibility."<sup>[3]</sup> Considering these stage-specific developmental characteristics and educational goals, practical education themes are crafted, practical formats are organized, and the content of practical education is progressively enriched at each level. Ultimately, this method leads students through primary, secondary, and higher education institutions to achieve a spiral and sequential development in knowledge, emotion, will, belief, and action.

### **1.2 A Crucial Safeguard for Carrying Out the Fundamental Task of Fostering Virtue through Education, and Building A Three-wide Education Pattern**

The Resolution of the Third Plenary Session of the 20th Central Committee emphasized that "Education, science and technology, and talent function as basic and strategic underpinnings for Chinese modernization." "Three-wide Education" refers to educate all staff, whole-course education, and all-round education. It is an educational philosophy that has evolved to a certain stage of educational development in China and is adapted to China's national conditions and economic development level. It emphasizes the full coverage of educational subjects, the integration of all educational links, and the comprehensive integration of educational resources. Generally speaking, the integrated practical education across all levels, from elementary school to university is mainly carried out through major vehicles such as course-based practice, social practice, volunteer service, labor practice, and research surveys. Under the value orientation of fostering virtue and nurturing talent and following the educational law of gradual progress, the integrated practical education across all levels, from elementary school to university focuses on building a practical community involving multiple entities such as schools, families, society, and peers. These entities recognize, support, ensure, and assist in practical education for talent cultivation. It emphasizes the continuity of practical goals, the progressive nature of practical activities, and the accumulative effect of educational outcomes, so that practical education runs through the entire growth cycle of primary, secondary, and higher education institutions' students. It connects the dual dimensions of "educational stage + career" to form a complete talent cultivation chain of "enlightenment - foundation - deepening - innovation." It also focuses on breaking through the limitations of traditional educational fields and subjects, expanding the channels and coverage of practical resources, and integrating resources across educational stages, regions, and industries, thereby providing more vehicles, platforms, and forms for practical education.

Through systematic thinking, overall planning, and strategic deployment of basic education, secondary education, and higher education institutions, the continuity of value shaping, the consistency of knowledge and action, and the synergy of the main body of education are fully realized for students across basic, secondary, and higher education levels. This provides an important practical safeguard for carrying out the fundamental task of fostering virtue through education and building a comprehensive education pattern.

### **1.3 The Vivid Practice of the Organic Combination of Small Ideological and Political Classrooms with the Broader Social Classroom**

Practice-oriented education underscores the profound integration of "learning by doing" and "doing while learning." Its essence lies in transcending the traditional classroom model of knowledge transmission and fostering comprehensive human development through experience and reflection in real-life contexts. At the 2025 National People's Congress and Chinese People's

Political Consultative Conference (CPPCC) sessions proposed that "we should effectively integrate the 'small classroom' of ideological and political education with the 'broader classroom' of society." This core requirement aims to tackle issues such as the disconnect between theory and practice, insufficient student engagement in social practice, and the relatively limited resources of first-classroom courses. Leveraging the broader social classroom is a crucial component of the "Holistic Ideological and Political Course" and a pivotal means for practice-oriented education.

The traditional educational approach, which tends to "emphasize knowledge while neglecting practice," can easily result in fragmented educational outcomes. The key to integrating practical education across all levels, from elementary school to university lies in basing it on the Marxist philosophical foundation that "knowledge originates from practice." By aligning with the social development trend of ideological and political education, it connects theoretical learning in the classroom with practical experience outside of it. This approach focuses on the accumulation of experience among primary, secondary, and higher education institutions' students in solving real-world problems and provides a richer experiential learning environment. This forms a complete closed loop from cognition to creation, thereby helping students establish a correct understanding of society, enhancing their sense of social responsibility and mission, and achieving a unity of knowledge and action.

## **2. The Realistic Challenges in The Integrated Construction of Holistic Ideological and Political Practice Education Curriculum across All Levels, from Elementary School to University**

The integration of ideological and political practical education across primary, secondary, and higher education institutions is the core proposition for building a comprehensive "holistic ideological and political education" talent cultivation pattern in the new era. It is also a strategic project to implement the fundamental task of "fostering virtue through education." Its essence lies in breaking down barriers between educational stages and achieving full connectivity in cognitive advancement and value shaping. At present, the integrated construction still faces three major challenges: disconnection between educational stages, content discontinuities, and lack of coordination in mechanisms. There is an urgent need to promote in-depth integration and collaborative enhancement of practical education across different stages through systematic reconstruction.

### **2.1 Structural Dimension: The Dilemma of Educational Stage Connection and Integration of Carriers**

The barriers between educational stages and the disconnection of educational carriers create a dual dilemma for the integration of ideological and political practical education, revealing the structural contradictions in the vertical integration and horizontal collaboration within the education system. Firstly, there exists a structural conflict between the barriers of educational stages and the need for connectivity. The current practical teaching experiences the phenomenon of "disconnection between educational stages." There is a lack of systematic connection in terms of goal orientation, implementation methods, and carrier utilization across different educational stages. This is primarily manifested in the practical disconnection between the "perceptual cognition" in basic education and the "rational construction" in higher education. The transmission of knowledge exhibits a "parabolic" break, which not only contravenes Dewey's principle of continuity in "education as growth"<sup>[7]</sup> but also results in a "middle collapse" in the shaping of students' values. Secondly, there exists a functional imbalance between the disconnection of educational carriers and collaborative efficiency. Physical and virtual educational carriers have not yet achieved a synergistic effect. Traditional practice bases have rigid functions and low utilization rates, while digital platforms tend to "prioritize technology over education." The two have not formed a complementary effect. There is a disconnect between off-campus resources and school-based curricula, leading to a reduction in educational effectiveness.

## **2.2 Content Dimension: The Contradiction between Hierarchical Objectives and Homogenized Practice**

The misalignment between the laws governing cognitive development and the methods of practical application highlights the inherent tension between the hierarchical structure of ideological and political education objectives and the uniformity of practical approaches. Firstly, there exists a paradoxical inversion within the constructive cognitive law and supply. Piaget's theory of cognitive development suggests that practical activities should adhere to a progressive sequence: "concrete operations (primary school)—formal operations (middle school)—post-formal thinking (university)."<sup>[8]</sup> Yet, in practice, a bidirectional alienation emerges: primary schools prematurely introduce abstract theoretical teaching, and universities engage in repetitive low-level labor practices. This inversion stands in stark contrast to the core tenets of Vygotsky's "Zone of Proximal Development" theory<sup>[9]</sup>. Secondly, there is a practical opposition between value guidance and formalism. The current practical content tends to be "symbolic" and "decontextualized." Many red education activities are limited to taking photos and checking in, lacking in-depth design. This kind of practice, where "the body is present but the spirit is absent," is in opposition to the essence of "object-oriented activity" emphasized by Marxist practice theory and fails to achieve "embodied cognition."<sup>[10]</sup>

## **2.3 Mechanism Dimension: The Absence of Coordinated Management and Evaluation Feedback**

The fragmentation in policy implementation and the instrumental nature of the evaluation system underscore the deficiencies in establishing a collaborative mechanism and quality loop for ideological and political practical education.

Firstly, there is a conflict between fragmented coordination and the demand for integration. The "Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era" emphasizes the "integrated the political education curriculum at all levels, from elementary school to university."<sup>[11]</sup> However, in the implementation of the policy, there is a "last mile" problem. Due to differences in resource endowments, local education departments and schools selectively interpret and implement the policy, leading to "regional fragmentation" and "inter-school disparity" in practical education.

Secondly, there exists a contradiction between the broad scope of evaluation and the needs of development. The current evaluation system excessively relies on outcome-based indicators, overlooking the observation of process-oriented qualities. It emphasizes process documentation over quality enhancement, single-instance assessment over lifelong tracking, and quantitative statistics over qualitative analysis. This "data worship" diverges from the fundamental goal of ideological and political practical education to "penetrate the mind and heart," revealing the overreach of instrumental rationality over value rationality.

## **3. Optimization Pathways for the Integrated Construction of Holistic Ideological and Political Practice Education Curriculum across All Levels, from Elementary School to University**

The integrated construction of holistic ideological and political practice education curriculum across all levels, from elementary school to university is a systematic, long-term, and complex project. Based on the value implications and realistic challenges revealed earlier, to achieve high-quality development in the integrated construction of practical education across all levels, from elementary school to university, it is necessary to handle multiple relationships and effectively integrate resources. With the educational goals of "firming up ideals and beliefs, safeguarding the red roots, enhancing urban identity, and strengthening cultural inheritance," the focus should be on six main lines: "the main theme of fostering virtue through education, the main content of practical education, the main channel of practical activities, the socialization of practical arenas, the main targets of practical education, and the safeguarding power of institutional mechanisms." Optimization pathways for the integrated practical education in ideological and political courses

across all levels, from elementary school to university should be formed from six dimensions: "practical system, connotation construction, practical activities, educational carriers, educational targets, and safeguarding mechanisms," thus creating the "six integrations" optimization pathways. (Figure 1, Figure 2)

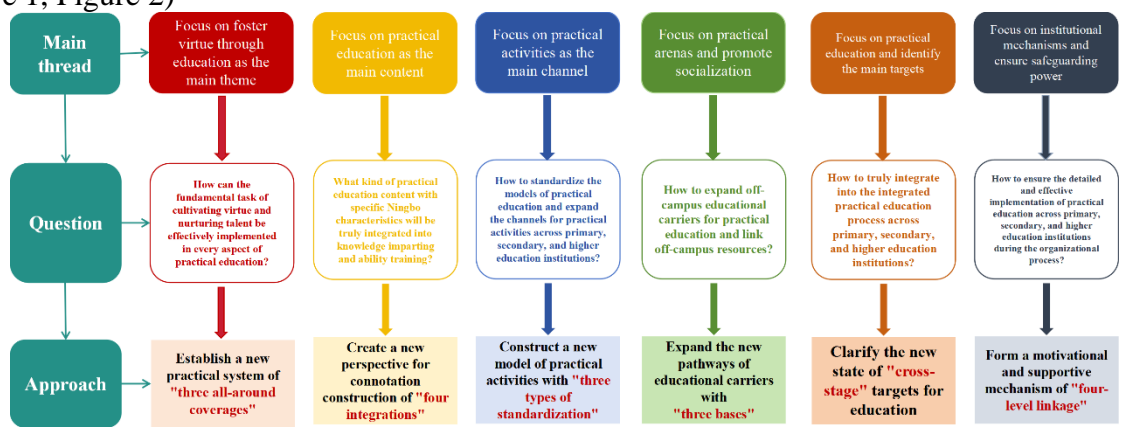


Figure 1. The overall approach to the integrated construction of holistic ideological and political practice education curriculum across all levels, from elementary school to university through multi-dimensional collaboration

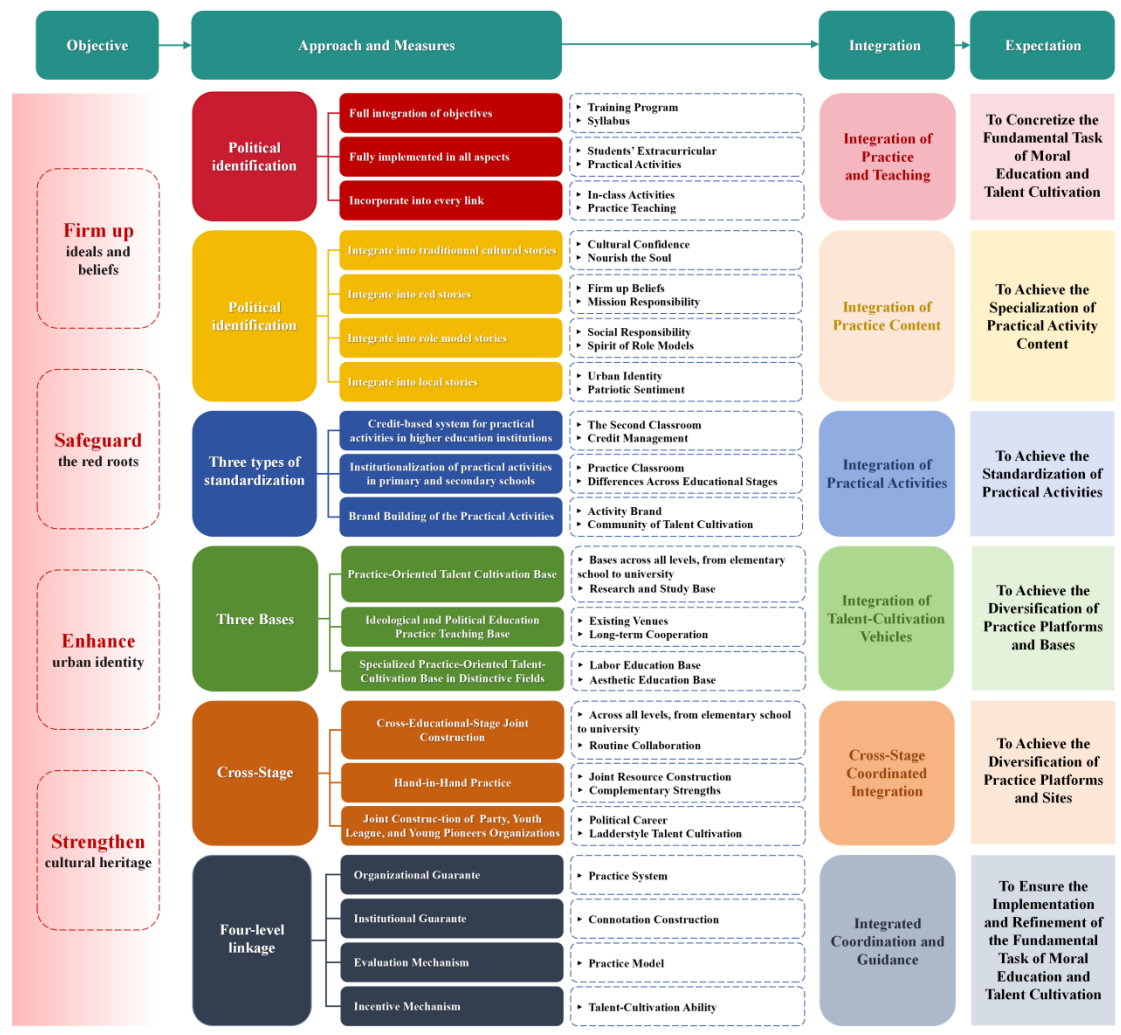


Figure 2. Ningbo's "Siming Chuanxi" Multi-Dimensional Collaboration for Integrated Talent-Cultivation through Ideological and Political Education Practice among Primary, Secondary, and Higher Education Institutions

### **3.1 In Terms of the Practical Education System, Establish A New System of "Three Full Coverages" to Achieve Integration of Practical Teaching**

"How to effectively implement and refine the fundamental task of nurturing people with high morality across every aspect of practical education" is the essence and guiding principle of the integrated practical education across all levels, from elementary school to university. This central theme is not only the value core of practical education but also the core criterion for evaluating the effectiveness of the integrated construction. By establishing a practical education system with "three all-around coverages," the aim is to resolve the core contradictions of "disconnected goals, fragmented practices, and segmented teaching." The essence lies in systematically reconstructing the collaborative relationships among educational elements to achieve a deep integration of practical teaching through "goal connectivity-field linkage-integration of links." Specifically, this means fully integrating goals into the training programs and syllabuses at three levels: national-regional-and school.

Relying on the Ministry of Education's "Guidelines for Comprehensive Practical Activity Courses in Primary and Secondary Schools," it has clarified the gradient of practical goals for each educational stage and develop a comprehensive and integrated goal framework. Refine the objectives of regional characteristics, for example, Ningbo, Zhejiang, integrates "Harbor City Culture" into the practical outline (primary school students experience landmark scenes—middle school students explore the historical background of Harbor City culture—university students decode cultural genes).Develop school-based training goals and create an annual thematic matrix for practical education across primary, secondary, and higher education institutions.

The whole process is incorporated into the practical teaching of students in the classroom, focusing on the practical teaching courses of the ideological and political courses in primary and secondary schools, the comprehensive practice courses in primary and secondary schools, and the labor education courses and class reunion and teamwork courses in primary and secondary schools and colleges, and actively experimenting with various forms of live-action teaching, classroom scenarios, microfilms, and field research, so as to promote a close connection between practical teaching and the teaching materials and teaching of the ideological and political courses;

Students are fully engaged in extracurricular practical activities. Measures include expanding internal and external resource platforms and making good use of Party and team activities, class team activities, and volunteer services, all of which are incorporated into students' comprehensive quality credits. In line with the characteristics of students of different age groups, students are organized to design extracurricular practical topics in the forms of visiting experiences, investigations and research, volunteering, and participation in campus cultural activities.

### **3.2 In Terms of Connotation Construction, Create A New Perspective of "Four Integrations" To Achieve Integration of Practical Content**

The question "How can we truly integrate local, distinctive practical education content into knowledge transmission and capability development?" is the core vehicle and key pathway for the integrated practical education across all levels, from elementary school to university. By creating a connotation construction of "four integrations," the essence is to achieve a deep integration of educational goals, cognitive development patterns, and regional development needs through the transformation of local resources and the construction of localized scenarios. Specifically: Integrate practical education into traditional cultural stories. For example, primary schools can use shadow puppetry performances and seasonal agricultural experiences to foster a sense of traditional stories. Middle schools can conduct experiments in ancient papermaking and the restoration of traditional mortise-and-tenon joints to uncover traditional crafts. Universities can engage in the digital protection of intangible cultural heritage for innovative transformation, thereby cultivating cultural understanding, aesthetic literacy, and critical thinking among students at all educational levels. Integrate practical education into red (revolutionary) stories. For example, primary schools can rehearse red-themed plays and sing revolutionary songs. Middle schools can collect oral histories and conduct surveys of red historical sites. Universities can develop VR courses on the history of

the Communist Party and design red-themed study tour products, thereby cultivating a sense of national identity, historical responsibility, and social responsibility among students at all educational levels. Integrate practical education into role model stories. For example, primary schools can interview community volunteers to understand role models in their vicinity. Middle schools can study the growth trajectories of entrepreneurs and engage with professional role models. Universities can initiate social innovation projects to become role models themselves, thereby cultivating moral judgment, professional aspirations, and social responsibility among students at all educational levels. Integrate practical education into regional stories. For example, primary schools can create dialect maps and collect old objects to explore their hometowns. Middle schools can propose community micro-updates and take actions to protect ancient trees to identify issues. Universities can design smart city plans and develop local intellectual property (IP) to empower regional development, thereby enhancing urban identity, systems thinking, and innovative capabilities among students at all educational levels.

### **3.3 In terms of Practical Activities, Construct A New Model of "Three Types of Standardization" to Achieve Integration of Practical Activities**

"How to standardize models of practical education and expand channels for practical activities?" is the core proposition for the mechanism safeguard and ecological construction of the integrated practical education across primary, secondary, and higher education institutions. By constructing "three types of standardization" in practical activities, the essence is to address deep-seated issues in practical education such as "arbitrary recognition, superficial activities, and weak branding" through standardized governance and social collaboration. That is, the use of the second classroom and credit management to realize the crediting of practical activities in higher education institutions. In collaboration with the Academic Affairs Office, the Communist Youth League Committee, the Student Affairs Department and other functional departments, the planning and design of students' practice credits and the identification and examination of such credits are clarified, ideological education activities, social practice activities, volunteer service activities, and other related practical activities are incorporated into the second classroom credit management method, and students' practical literacy is reacted to through the second classroom report card; and the practice activities of primary and middle schools are institutionalized by making use of the practice classroom and differences in the school segments. According to the characteristics of primary and secondary school students and the work of primary and secondary school after-school service, specific implementation rules and supporting documents should be formulated. For primary school students, the focus should be on visits, public welfare labor, and community services. For junior high school students, the emphasis should be on productive labor, public welfare labor, community services, visits, military training, and science and cultural activities. For senior high school students, the main activities should include productive labor, military training, social surveys, community services, and science and cultural activities. In the use of the activity brand and the teaching group, the localization of the practice activity brand can be achieved. The base for the integration of ideological and political education between local colleges and secondary schools should be made full use of. And around the themes of rural revitalization, ecological civilization, and urban culture, a practice brand with regional characteristics should be built.

### **3.4 In Terms of Educational Carriers, Expand the "Three Bases" Approach to Achieve Integration of Educational Carriers**

"How to expand off-campus practical education carriers and link off-campus resources?" is an important handle and core of the collaborative mechanism for the integrated practical education across primary, secondary, and higher education institutions. By expanding the "three bases" of educational carriers, the essence is to break through the boundaries of practical education fields through the integration of social resources and the reconstruction of diversified scenarios. That is: a good use of practice-based education bases such as "campus bases of primary, middle, and higher education institutions, research study bases," and so on. The practice-based education bases of regional universities, the practical classroom resource units of primary and middle schools, the



research study practice bases of primary and middle schools, and the bases jointly built by universities and primary and middle schools need to be coordinated to further advance practice-based education. The ideological and political education (IPE) practice teaching bases that "make good use of existing venues and explore long-term cooperation models" need to be fully utilized. Primary, middle, and higher education institutions are encouraged to proactively connect with various "comprehensive ideological and political education" practice teaching bases at all levels to develop on-site teaching topics and conduct practical teaching. Specialized practice-based education bases in unique fields such as "labor education bases, aesthetic education bases" need to be fully utilized. The scale of labor and aesthetic education bases needs to be expanded, and the list of courses needs to be increased around labor and aesthetic education in primary, middle, and higher education institutions. Local and municipal youth palaces, practice education centers, youth innovation farms, cultural squares, and red education bases need to be fully leveraged. A number of labor education bases and aesthetic education strongholds need to be selected.

### **3.5 In Terms of the Targets of Education, Clarify the New State of "Cross-stage" to Achieve Integrated Coordination Across Stages**

"How to truly integrate into the process of integrated practical education across primary, secondary, and higher education institutions?" is the core issue of the practical methodology and participation mechanism for the integrated practical education across these educational stages. By clarifying the "cross-stage" targets of education, the essence is to systematically reconstruct educational elements and organically integrate the trilogy of political pursuit. The after-school services in primary and secondary schools should be regarded as an important component of social practice and volunteer services of higher education institutions. It is necessary to advance the regular communication between universities and primary and secondary schools, and to regularly carry out joint practical activities, so as to form a model of "cross-educational stage and cross-disciplinary co-construction.". Colleges and departments in higher education institutions can collaborate with primary and secondary schools in a "one-to-one" or "one-to-many" manner. The practice-based education activities of higher education institutions need to be organically integrated with those of primary and secondary schools. The content of resources across educational stages needs to be further explored, and a "resource map" should be developed to form a "hand-in-hand practice" initiative. The political trilogy of joining the team, joining the troupe and joining the party, as the whole process of practical education, take practical education as the important content of the competition for the chapter to join the team, as the necessary link of the points to join the troupe, as the assessment index of the excellence to join the troupe. This forms a "Party-League-Team joint construction" model.

### **3.6 In Terms of Motivation and Support, Establish A New Mechanism of "Four-level Linkage" to Achieve Integrated Coordination and Guidance**

"How to ensure the effective implementation and refinement of practical education across primary, secondary, and higher education institutions during the organizational process?" is a key supporting element for the integrated practical education across these educational stages. Its essence lies in forming a multi-dimensional linkage mechanism to ensure the effective advancement of practical education. By establishing a "four-level linkage" incentive and support system, the essence is to construct a comprehensive collaborative support mechanism across the entire chain. Organizational Guarantee: the party committees and administrative bodies of primary, secondary, and higher education institutions should strengthen their leadership in the integrated construction of practical education. They should incorporate the work of integrated practical education into the agenda of the party committee meetings or the president's office meetings. A management mechanism should be established that involves "party leadership, administrative dominance, moral education coordination, departmental collaboration, and full participation of all staff." Systematic Guarantees: A mechanism for the coordinated allocation of educational resources needs to be established. Barriers between departments and educational stages must be dismantled. Relevant

systems should be formulated for different dimensions such as students, teachers, and schools. A target management mechanism needs to be established, and implementation mechanisms as well as dynamic feedback mechanisms should be promoted. Evaluation Mechanism: A comprehensive evaluation mechanism encompassing "top-level design—process implementation—evaluation feedback" needs to be established. Through big data, the development trajectory of students' practical abilities across primary, secondary, and higher education stages can be tracked. Third-party participation in social evaluation should be introduced, and the social recognition of practical achievements needs to be enhanced. Incentive Mechanism: The integrated practical education work across primary, secondary, and higher education institutions should be incorporated as a significant indicator in the assessment of teachers and schools at all educational stages. Special funds should be established, workload recognition should be implemented, and platforms for teacher skill enhancement as well as career development channels need to be broadened.

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