

Research on the Construction of the “Political Education and Practice” Dual-Integration Model for the Financial Management Major from the Perspective of the Teacher-Student Community

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Abstract

This paper aims to address the dilemma that current financial management teaching fails to meet national policy requirements and the challenges of the times. Based on the characteristics of the financial management major, and taking the teacher-student community as the entry point, it follows the research logic of “goal setting-system construction-implementation path-mechanism guarantee” to innovate the “Political education and practice” dual integration teaching model. It designs a three-dimensional goal system with three dimensions and nine elements under the “Political education and practice” dual integration model; then reconstructs the spiral progressive curriculum modules of “Political education and practice”. Based on the teacher-student community, it implements the dual integration model through the paths of role reconstruction, two-way embedding, collaborative practice, and dynamic evaluation. It constructs a guarantee mechanism for the dual integration model through system guarantee, resource integration, and evaluation feedback. Ultimately, it solves the current dilemmas in the teaching of financial management major, helps cultivate high-quality financial management talents with a sense of social responsibility and professional ethics, and provides intellectual support for serving national strategies and industrial development.

Keywords

Dual integration; Ideological and political education; Financial management major; Practice

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1. Introduction

1.1. Problem statement

The educational pattern integrates knowledge education, ability cultivation, and value guidance. The 2025 Government Work Report proposes to accelerate the construction of a high-quality education system, fully implement the project of strengthening moral education and cultivating people in the new era, build a team of high-quality and professional teachers, and improve the talent training model. The Implementation Plan for Deepening the Reform of Education Evaluation in Hunan Province emphasizes the need to build an education evaluation system that guides students to achieve all-round development in moral, intellectual, physical, aesthetic, and labor education. Therefore, under the background of the new era, the financial management major, which undertakes the important task of cultivating high-quality financial management talents, should not only impart professional knowledge and skills but also attach importance to the cultivation of students' professional ethics, sense of social responsibility, and patriotism, so as to achieve the triple goals of "knowledge education, ability cultivation, and value guidance".

The dual background and needs for constructing a teacher-student community in the financial management major. In the digital and intelligent era, although the application of digital and intelligent technologies has brought convenience to higher education, it may also become an inducement for the alienation between teachers and students. Excessive reliance on electronic devices and the Internet has weakened the direct communication and emotional connection between teachers and students. In the current social environment, students majoring in financial management face multiple pressures such as academic studies, employment, and interpersonal relationships, leading to frequent psychological problems, which pose potential threats to the quality of education and social stability. Therefore, constructing a teacher-student community to alleviate students' psychological problems, improve the quality of education, prevent the alienation between teachers and students, and establish a common educational vision and concept is of great significance to professional education.

The urgent need for improvement in the traditional curriculum teaching of financial management major.

There are weak points in the integration of ideological and political education in financial management teaching: the integration of ideological and political elements is rigid, lacking systematicness and pertinence, and it is difficult to resonate with students. The teaching model is rigid: teachers mainly adopt the method of "PPT teaching + exercise practice", and students passively accept knowledge. There are difficulties in teacher-student collaboration: the interaction between teachers and students is one-way, students lack subjectivity, and there is a lack of effective interaction and communication between teachers and students. However, the courses of financial management major are characterized by strong practicality and close connection with the economy and society. Therefore, the current teaching situation of financial management major urgently needs to be improved.

To sum up, the traditional teaching model can no longer meet the current policy needs of talent cultivation. In order to actively respond to the challenges of the times, this paper intends to solve the following problems: How to strengthen the emotional connection between teachers and students and improve the quality of higher education through the construction of a teacher-student community? How to innovate the teaching model and organically integrate ideological and political elements into the curriculum teaching of financial management major, so as to achieve the goal of cultivating higher-quality financial management talents?

1.2. Research objectives

Based on the current teaching situation of the financial management major, this paper innovates the "Political education and practice" integrated teaching model for the financial management major from the perspective of the teacher-student community, so as to achieve the goal of cultivating high-quality financial management talents with both moral integrity and professional competence. It solves the problem of weak integration of ideological and political education. With the teacher-student community as the carrier, it explores the path of the "Political education and practice" dual integration model in the courses of financial management major. It reshapes the teacher-student collaborative ecology. Through the mechanism design of the teacher-student community, it

breaks the traditional one-way indoctrination teaching model, strengthens the emotional connection and value resonance between teachers and students, and alleviates the dilemma of alienation between teachers and students in the digital and intelligent era. Finally, it responds to the talent needs of the times.

Based on the background of the digital economy and compliance supervision, it meets the core demands of enterprises for financial talents with “both moral integrity and professional competence”, promotes the paradigm transformation of financial management professional education from “instrumental rationality” to “value empowerment”, and helps realize the organic unity of the fundamental task of “strengthening moral education and cultivating people” and the strategic goal of “high-quality development”.

1.3. Research significance

1.3.1. Theoretical significance

By constructing the teacher-student community and the “Political education and practice” dual integration model, this paper breaks through the limitations of the single dimension of traditional financial management teaching research from three dimensions: interdisciplinary integration, dynamic interaction analysis, and practice feeding back theory. It provides a new perspective for the research on the curriculum teaching of financial management major and promotes the deepening and expansion of the disciplinary education theory system.

Through the design of the “Political education and practice” dual integration model, it promotes the transformation of ideological and political education from one-way integration to two-way mutual construction, constructs a theoretical framework of ideological and political education in courses that adapts to the characteristics of financial management major, fills the gap in disciplinary and scenario-based ideological and political research, and provides theoretical reference for the construction of ideological and political education in other professional courses.

This paper applies the concept of the teacher-student community to the construction of ideological and political education in the courses of financial management major, deepens the theoretical research on the teacher-student community, and provides theoretical support for the

construction of a new type of teacher-student relationship. It explores the mechanism of the teacher-student community in the “Political education and practice” dual integration model and enriches the theoretical connotation of the teacher-student community.

1.3.2. Practical significance

Through the construction of the dual subjects of teachers and students, it improves teachers’ cross-field teaching ability and activates students’ subjectivity. With the help of technologies such as virtual simulation and big data, it constructs an “online + offline” teacher-student interaction platform to solve the problem of emotional alienation between teachers and students caused by digital and intelligent tools. This paper provides an operable model reference for the construction of ideological and political education in the courses of financial management major in colleges and universities, and improves the effectiveness of curriculum-based education. It promotes the reform of education and teaching in colleges and universities, innovates the talent training model, and improves the quality of talent cultivation. It provides a talent reserve with both “values and technology” for the compliant operation of enterprises in the digital economy era, reduces the risks of financial fraud and data abuse, and helps the high-quality development of the regional economy.

2. Analysis of domestic and foreign research status

2.1. Concept definition

The definitions are as follows:

- (1) Teacher-student community: A new type of teacher-student relationship characterized by “equal dialogue, collaborative innovation, and shared achievements”, which emphasizes the linkage between mutual learning and social services;
- (2) “Political education and practice” dual integration model: Realizing the in-depth integration of ideological and political education and practice through two-way penetration and dynamic mutual construction; integrating ideological and political elements into practical

teaching, and feeding back practical experience to ideological and political education, so that the two promote each other and develop dynamically.

2.2. Domestic and foreign research status

2.2.1. Research on the integration of ideological and political education into practical teaching of financial management major

Based on recent research, Zhang proposed combining community service with financial management courses, emphasizing the logic of “ability serving value”^[1]. Song developed an ethical risk assessment matrix to guide students in quantitatively analyzing the rights and interests of stakeholders in scenarios such as mergers and acquisitions, investment and financing, and promoting the explicit expression of values in practical teaching^[2]. Shen designed an online classroom platform, integrating ideological and political goals such as integrity education and social responsibility into financial analysis tasks^[3]. Li proposed that the practical courses of financial management need to add a “professional ethics review” module, requiring students to design compliance improvement plans in combination with the Accounting Law and socialist core values, so as to realize the two-way assessment of skills and values^[4]. Domestic research focuses on localized practice platforms and ethical review mechanisms, but most of them are limited to the one-way design of “ideological and political integration”; foreign research realizes the symbiosis of values and abilities through service learning and tool development, but lacks in-depth analysis of the particularity of financial management major.

2.2.2. Research on practical feedback to ideological and political education in financial management major

Other than that, Guo advocated the integration of law, sociology, and financial management to promote students to reconstruct the professional knowledge system from a social perspective^[5]. Li proposed introducing real enterprise projects into the classroom, requiring students to complete a Social Responsibility Report while solving practical problems, so as to realize the closed loop of “practice feeding back values”^[6]. Geng used virtual simulation technology to simulate financial decision-

making scenarios, analyzed students’ value tendencies by recording their operation data, and dynamically adjusted the teaching content^[7]. Domestic research explores the path of practical feedback to ideological and political education through school-enterprise cooperation and cultural resource integration, but has not yet formed a systematic feedback mechanism; foreign research focuses on reflection and interdisciplinary integration, but has insufficient application of local cultural resources, making it difficult to adapt to the financial management needs with Chinese characteristics.

2.2.3. Research on teaching reform of financial management major from the perspective of teacher-student community

Furthermore, Hao pointed out that the teacher-student community needs to realize “legitimate peripheral participation”^[8]. For example, junior students follow senior teams to participate in enterprise audit projects, and gradually internalize professional norms and social responsibilities in collaboration. Gu critical pedagogy emphasizes breaking the authority of teachers, allowing students to take the lead in designing ethical review standards, and turning teachers into collaborative consultants^[9]. Wang *et al.* proposed the “dual tutor system” of “ideological and political tutor + practical tutor”, realizing the two-way penetration of values and skills through the joint compilation of case databases by teachers and students^[10]. Chen proposed the establishment of a teacher-student ethical decision-making workshop, regularly reviewing conflict cases in practice, and forming an iterative teaching plan through teacher-student debates and expert intervention^[11]. Domestic research promotes teacher-student interaction through the dual tutor system and workshops, but has insufficient research on the dynamic evolution mechanism of the community; foreign theories emphasize equal collaboration, but lack targeted design for the complex interest conflict scenarios of financial management major.

2.2.4. Research review

In summary, the existing domestic and foreign research remains at the level of one-way impact research between ideological and political education and practice. Most scholars focus on how to integrate values into practical

tasks, and a small number of scholars study how practice feeds back to values, but no systematic mechanism has been formed. The research on the two-way impact between the two is almost blank, and the research on the dual integration model of ideological and political education and practice in financial management major from the perspective of the teacher-student community is even scarcer. The above deficiencies leave sufficient research space and necessity for this paper, which is not only the academic history basis for the topic selection of this project but also the academic premise and starting point of this paper.

3. Innovating the implementation path of the “political education and practice” dual integration model from the perspective of the teacher-student community

To innovate the implementation path of the “Political education and practice” dual integration model from the perspective of the teacher-student community, it is essential to take the equal participation and collaborative progress of teachers and students as the core. Through role reconstruction, two-way embedding, collaborative practice, and dynamic evaluation, we can address the dilemma of insufficient teacher-student interaction and achieve the two-way empowerment of teachers and students’ common growth and social services.

3.1. Reconstructing the role orientation of teachers and students

Teachers, acting as guides and collaborative practitioners, jointly design curriculum frameworks and practical themes with students, respecting students’ subjectivity. Students transform from passive recipients of knowledge to active constructors: by participating in social practice, case analysis, project design, and other activities, they put forward personalized insights that in turn feed back into the classroom.

3.2. Jointly building the learning field by teachers and students: Two-way embedding of curriculum and practice

Teachers and students work together to identify social

hot topics as practical research themes, transforming ideological and political theories into solutions to real-world problems. In addition, they could jointly plan and participate in red-study tours, rural revitalization surveys, and other activities, deepening their theoretical understanding through practice.

3.3. Jointly undertaking responsibilities and sharing achievements by teachers and students’ collaborative practical projects

A project-driven approach can be adopted to strengthen collaborative innovation between teachers and students. Joint research topics may be established and teacher-student innovation teams formed, enabling the integration of ideological and political elements into innovation and entrepreneurship projects and thereby achieving both value guidance and competency development. In parallel, mechanisms for achievement sharing and transformation should be implemented, such as coauthoring practical reports, publishing research outcomes, or disseminating project results through new media, including short videos and institutional WeChat accounts, to expand social influence. To support continuous improvement, a dynamic teacher-student evaluation system may be introduced. This includes a “dual-journal” mechanism that facilitates regular mutual evaluation and feedback between teachers and students; a multidimensional competency radar chart to track indicators such as social responsibility, teamwork, and problem-solving ability, thus avoiding one-dimensional score-based assessment; and a visual dynamic dashboard that displays real-time progress of practical activities, competency growth trajectories, and social feedback metrics, providing data-driven support for refining instructional strategies.

Through the above dynamic evaluation mechanism, evaluation is integrated into the growth process of the teacher-student community, truly realizing the in-depth integration of ideological and political education and practical education.

3.4. Constructing the guarantee mechanism for the “political education and practice” dual integration model from the perspective of the teacher-student community

The guarantee mechanism provides comprehensive

support in terms of systems, resources, and evaluation for the sustainable operation of the teacher-student community and the iterative optimization of the “Political education and practice” dual integration model. For instance:

- (1) System guarantee mechanism (Implement the “Dual-Teacher and Three-Mentor” system): Each core course is assigned a professional teacher, an ideological and political mentor, and an enterprise mentor to form a collaborative education team. Establish a linkage mechanism of “enterprise needs - policy changes - curriculum updates” to dynamically adjust curriculum content annually in line with policy requirements and enterprise needs;
- (2) Resource integration mechanism: Integrate school-enterprise resources to jointly build a “Political education and practice” case database and digital platform, and establish a school-enterprise-government cooperation platform and invite industry experts to participate in curriculum design;
- (3) Evaluation and feedback mechanism
 - (i) Multi-subject participation: Enterprise representatives and heads of practical bases score the practical achievements of teachers and students, strengthening the practical value orientation of ideological and political education;
 - (ii) Multi-dimensional evaluation system: Cover both process-oriented ethical performance and result-oriented social contributions, with

additional dimensions for ideological and political education and practical skills.

4. Conclusion

To address the current practical dilemmas in financial management teaching, such as the weak integration of ideological and political elements and rigid teaching models, this paper proposes a dual integration teaching model that achieves two-way integration of ideological and political education and practice. The key to this teaching model lies in realizing the “genetic recombination” of ideological and political education and practice, which requires the deconstruction and reconstruction of elements related to both ideological and political education and practice. Reconstructing the curriculum system is the starting point, but the key to the implementation of the curriculum system lies in teaching. The effectiveness of teaching mainly depends on the two core subjects of education: teachers and students. However, the current dilemma of insufficient teacher-student collaboration in colleges and universities hinders the high-quality development of education and will inevitably affect the implementation of the dual integration model. Therefore, the key issue to be addressed is: how to build the implementation path of the dual integration model based on the teacher-student community, implement the “Political education and practice” dual integration teaching model for the financial management major, and ultimately realize a new education ecosystem characterized by collaborative progress.

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