
Research on the Practical Pathway of High-Quality Party Building Leading the “Grand Ideological and Political Course” for Soul-Casting and Education in Universities

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Abstract: “The major ideological and political education course” is the core carrier for cultivating moral character in universities in the new era, and high-quality party building provides crucial support for it. This article, targeting private undergraduate vocational colleges, takes party affairs training as the starting point, examines the relationship between party building and the “major ideological and political education course”, and constructs a path for leading the “major ideological and political education course” with party building from four dimensions: curriculum, teachers, practice, and mechanism. By exploring red resources, integrating local practices, and establishing a collaborative network, etc., the problem of the compatibility between the “major ideological and political education course” and vocational education is addressed, providing a reference for cultivating new era individuals.

Keywords: High-quality Party building; “Big Ideological and Political Education Course”; Party affairs training; Vocational undergraduate universities

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1. Introduction

The report of the 20th National Congress of the Communist Party of China emphasizes the use of socialist core values to cultivate people’s souls and enhance ideological and political education^[1]. The construction of the “Big Ideological and Political Education Course” in universities is crucial for cultivating new era individuals. However, private vocational undergraduate universities face issues such as the lack of close integration of course content with vocational education and the absence of innovative teaching forms. Party building is the core of university work, and party affairs training can activate the effectiveness of party building leadership. Private vocational undergraduate universities can enhance the quality of party affairs workers by constructing a diversified party affairs training system and transform red resources into wealth for the construction of the “Big Ideological and Political Education Course”. Based on this, this paper takes private vocational undergraduate universities as the research object and explores the optimization path of high-quality party building leading the “Big Ideological and Political Education Course” to support the high-quality development of ideological and political education in universities.

2. Party building leads the logic of “big ideological and political courses” for shaping souls and educating people in universities

2.1. Political guidance: Setting the direction for education

The “big ideological and political courses” aim to cultivate new individuals who support the leadership of the Communist Party of China and practice the core socialist values. This is consistent with the mission of university party building to adhere to the socialist educational direction and implement the fundamental task of fostering virtue. Universities conduct party affairs training and promote the integration of the Party’s innovative theories into the teaching of “big ideological and political courses” to ensure that the courses keep pace with the times. For example, a certain university organized ideological and political course teachers to participate in specialized training, converting the latest achievements into teaching content, and guiding students to understand the significance of the “two establishments”, strengthening the “Four Consciousnesses”, firming up the “Four Confidences”, and achieving the “Two Safeguards”^[2].

2.2. Organizational cohesion: uniting educational efforts

The construction of “big ideological and political courses” requires breaking down departmental barriers and establishing an educational framework. The Party organizations in universities establish training and management mechanisms to coordinate resources from various departments and form a collaborative educational system. The Party branches integrate practice into activities such as theme party days, promoting the extension of ideological and political education. For example, a private vocational undergraduate university in Hainan jointly promoted Party affairs training by the administrative and Party departments, converting the achievements into educational measures and transforming organizational advantages into educational advantages.

2.3. Resource integration: enriching educational vehicles

The red resources, organizational resources, and social resources accumulated from Party affairs training provide support for the practical teaching of the “big ideological and political education course”. Red training bases can be transformed into practical classrooms; universities and local governments can collaborate to build practical platforms for students; Party affairs workers can serve as part-time teachers.

3. High-quality party building promotes the practical challenges in the educational work of “big ideological and political courses” in universities

3.1. Insufficient integration of party building and ideological and political courses

Some private vocational colleges have the problem of the separation of Party building and ideological and political work: The content of Party affairs training lacks effective connection with the teaching content of “big ideological and political courses”, and red cultural resources and typical cases of Party building have not been fully integrated into the curriculum system; Party building activities are disconnected from students’ ideological and political education practice, and the forms of theme party days and Party member education are monotonous, lacking appeal to students and failing to form a positive interaction where Party building and ideological and political work promote each other. Some private vocational colleges, due to weak Party building foundation, pay more attention to the standardization of Party affairs work and neglect the deep integration with “big ideological and political courses”, resulting in the lack of characteristics and effectiveness in ideological and political education.

3.2. Insufficient matching of teachers’ capabilities

The “Grand Ideological and Political Course” requires teachers to have solid theoretical knowledge, rich practical experience, and distinct vocational education characteristics. However, at present, some teachers in private vocational undergraduate colleges have significant deficiencies: their political theory level needs improvement, and their

understanding of the Party's innovative theories and party building practices is not deep enough; they lack practical experience and are unable to accurately grasp the laws of vocational education and industry development trends; the development of off-campus part-time teacher resources is insufficient, and off-campus resources such as industry party backbone members and red education experts have not been fully utilized. This is related to the lack of systematic and targeted Party affairs training in some universities, and has not achieved the complementary advantages of Party affairs workers and ideological and political course teachers.

3.3. Lagging development of practical teaching platforms

The "Big Ideological and Political Education Course" emphasizes the integration of theory and practice. However, there are significant shortcomings in the practical teaching platforms of private vocational undergraduate colleges: The internal platforms have limited functions and mainly conduct activities such as lectures and competitions, lacking immersive and experiential teaching scenarios; The external practical platforms have unstable cooperation with enterprises and communities, lacking long-term mechanisms for cooperation, and the practical content is not closely integrated with the vocational education characteristics and local development needs. Private vocational undergraduate colleges face greater difficulties in integrating industry resources and enterprise practices into the "Big Ideological and Political Education Course", and it is difficult to achieve the organic integration of ideological education and vocational quality cultivation.

3.4. Inadequate support system

The collaborative education mechanism is not well-established, the coordinating and coordinating role of the Party committee is not fully exerted, and the respective responsibilities of each department in the construction of the "big ideological and political course" are not clearly defined; the assessment and evaluation mechanism is lacking, and the effectiveness of the construction of the "big ideological and political course" has not been included in the Party building assessment and the performance evaluation system for teachers, resulting in low enthusiasm among teachers to participate; the resource guarantee is insufficient, the funds, venues, and technical support for Party affairs training and the construction of the "big ideological and political course" are not in place, which hinders the continuous progress of the work.

4. High-quality party building leads the practical path for the "big ideological and political education course" in universities to cultivate souls and educate people

4.1. Party building leads the optimization of the curriculum system, and consolidates the ideological foundation

Each university actively promotes the integration and innovation of Party building and ideological and political education. The specific measures are as follows:

Universities have established the "Party building +" education model: Taking the innovative theories of the Party as the core, integrating related ideological spirits into the compulsory ideological and political courses, developing elective courses based on the characteristics of vocational colleges, and private universities can add special courses, such as an Hainan private vocational college adding a module called "Party Building and Policy Interpretation in the Free Trade Port"; Exploring "Party building + red" resources, developing courses based on red bases, organizing on-site teaching, and developing courses using online platforms; Integrating "Party building + professional" content, promoting the integration of the "big ideological and political education course" with professional courses, and the Party branch leading the organization of teachers to develop cases, such as engineering integrating the deeds of "Party members as artisans", economics interpreting cases of Party building leading rural revitalization, achieving the unification of ideological education and vocational quality cultivation.

4.2. Party building leads the construction of teaching staff, strengthening the core foundation

4.2.1. Establish a “Party affairs + Ideological Education” dual-teacher model

Establish a two-way communication mechanism between Party affairs and Ideological Education teachers, select outstanding Party affairs personnel to serve as part-time Ideological Education teachers, and invite Ideological Education teachers to participate in Party affairs training and the planning of organizational activities. Incorporate Party building training into the training of teaching staff, and annually send teachers to the Jinggangshan Red Base and the Provincial Committee Party School for study, to enhance political and practical capabilities. A certain private vocational undergraduate university in Hainan has implemented the “Dual Leaders of Party Building and Ideological Education” plan, selecting teachers with both Party affairs and teaching capabilities to serve as the Party branch secretary and the director of the Ideological Education Department, promoting deep integration.

4.2.2. Build a “in-school + out-of-school” part-time teacher alliance

Integrate resources such as party members in the school, industry party backbone members, experts from red bases, and local party and government leaders to establish a “Comprehensive Ideological and Political Education Class” part-time teacher database. Within the school, encourage party members to incorporate ideological and political elements into their classes, and outside the school, invite enterprise party leaders, anti-epidemic heroes, etc. to give lectures.

4.2.3. Improve the assessment and incentive system

Integrate the teaching effectiveness of “big ideological and political courses” and the situation of integrating Party building into teaching into the indicators for evaluating teachers’ professional titles, performance assessment, and selection for excellence and awards. Establish a special reward for “Party building + ideological and political” efforts. Establish a long-term mechanism for teacher training, and regularly conduct learning sessions on Party building theory, teaching skills training, and red practice study tours to continuously enhance the quality of the teaching staff.

4.3. Expand the practical platform for Party building leadership and enrich the educational carriers

There are three aspects in building the practical education system: establishing “in-school + out-of-school” practice bases, conducting theme activities within the school based on the Party branch activity venues, and collaborating with red bases, enterprises, and communities outside the school, such as a certain private vocational university in Hainan collaborating with local enterprises and communities; building a “online + offline” integrated platform, using online teaching platforms to carry out online activities, and organizing offline practices in conjunction with campus cultural festivals, etc.; creating “Party building + industry” characteristic projects, vocational universities focusing on industry characteristics, such as a certain private vocational university in Hainan organizing students to participate in Party building services and scenic spot interpretation in combination with the tourism management major.

4.4. Improve the leading mechanism of Party building and establish a sound guarantee system

Establish a guarantee mechanism for the construction of “big ideological and political courses”: Set up a special leading group, with the Party secretary serving as the head, coordinating efforts from multiple departments and regularly addressing issues; Incorporate the construction achievements into the assessment system of universities and secondary colleges, formulate indicators covering courses, teachers, practice, and students’ qualities, and use students’ participation as a reference for evaluation and employment; Allocate special funds to support course development and teacher training, integrate resources from Party building, teaching, and society for joint construction and sharing, such as in some universities in Hainan, through the alliance of Party affairs training to share resources and exchange experiences.

5. Case analysis: practical exploration of a private vocational undergraduate university in hainan

A private vocational undergraduate university in Hainan used party affairs training as the driving force and achieved remarkable results in guiding the “big ideological and political education course” with Party building^[3].

5.1. Curriculum system: integrating red culture and local characteristics

This school fully leveraged the red cultural resources of Hainan and the practical experience of the construction of the Free Trade Port, optimizing the “Comprehensive Ideological and Political Education” system. It added modules such as “Hainan Red Culture and Party Building” and “Ideological and Political Elements in the Construction of the Free Trade Port”, and compiled school-based textbooks. It also developed elective courses titled “Party Building and Professional Quality”, inviting key enterprise party members to give lectures, achieving the integration of ideological and political education and vocational training.

5.2. Staff development: dual-driven by party affairs and ideological education

Implement the “Integrated Party Building and Ideological Education” training program. Select outstanding party affairs workers to serve as part-time teachers for ideological education courses, and organize ideological education teachers to participate in party affairs training. Send teachers to study at red training bases such as Jinggangshan, and invite experts and scholars to serve as external part-time teachers. This will form a high-quality teaching staff.

5.3. Practical platform: collaborative education inside and outside the campus

Based on the joint establishment of red practice bases with places like Jinggangshan Red Training Base, red study tours and other activities are carried out. Cooperate with local enterprises and community party organizations to establish vocational practice bases and organize students to participate in related activities. Utilize online teaching platforms to develop online courses and case libraries, achieving integrated education through both online and offline methods.

5.4. Institutional mechanism: party committee coordinating education and training

Establish a “Grand Ideological and Political Course” construction leadership group, clearly defining the responsibilities of each department. Incorporate the achievements into the assessment of Party building and the performance of teachers, and set up special rewards. Establish a dynamic demand research mechanism to promptly adjust the course content and practical projects. The students’ qualities at this school have improved, and multiple Party branches have received excellent titles, forming a situation where Party building and ideological and political education promote and advance each other.

6. Conclusion and outlook

High-quality Party building is the fundamental guarantee for private vocational colleges to carry out “big ideological and political education” and cultivate the soul of students. Party affairs training is the key to activating the effectiveness of Party leadership^[4]. This paper analyzes the intrinsic relationship between Party building and the construction of “big ideological and political education”, points out that there are current problems such as insufficient integration, lack of teachers, lagging platforms, and incomplete mechanisms, and proposes practical paths from the four dimensions of courses, teachers, platforms, and mechanisms. The feasibility was verified by taking a certain private vocational college in Hainan as an example.

In the future, universities need to further strengthen the leadership of Party building, deepen the transformation of the teaching of innovative Party theories, and integrate it into the “big ideological and political education course”; based on the vocational education characteristics and local advantages, create “Party building + industry” and “Party building

+ local” brand projects; strengthen the collaborative cooperation among regional universities, establish a Party affairs training alliance, and achieve resource sharing; utilize technological innovations such as artificial intelligence and big data to improve the teaching mode, enhance the appeal and effectiveness of the “big ideological and political education course”, promote its construction to a new level, and cultivate more new-era individuals who are capable of taking on the responsibility of national rejuvenation.

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