

Core Research on the Exploration and Practice of Ideological and Political Education in Ancient Chinese History Courses

Shaohua Zhou^{1*}, Chunhui Zhang¹

¹ Taishan University, School of History, Taian, China

Email Address

Tsxushaohua@163.com (Shaohua Zhou)

*Correspondence: Tsxushaohua@163.com

Received: 4 November 2025; **Accepted:** 28 November 2025; **Published:** 12 December 2025

Abstract:

Ancient Chinese History is a foundational course in the history major of universities, rich in ideological and political education resources. Therefore, in practical teaching, professional instructors must deeply explore and refine its ideological content, innovate existing ideological and political education models, and effectively guide students' values while helping them master the subject matter. Only by achieving the integration and mutual reinforcement of specialized course content and ideological education can the educational effectiveness of universities be further enhanced.

Keywords:

Ancient Chinese History, Curriculum Ideology and Politics, Teaching Practice

1. Introduction

As an important place for cultivating high-quality talents, universities not only need to do a good job in imparting professional knowledge in teaching activities, but also implement the fundamental teaching task of cultivating moral character. In the teaching of ancient Chinese history courses, teachers need to deepen the connotation of ideological and political education in the curriculum, deeply explore the ideological and political elements in the course content, continuously innovate the existing ideological and political education system, and organically integrate professional knowledge education and ideological and political education. Only in this way can we meet the educational requirements of cultivating morality and talents in universities, and promote the comprehensive development of college students.

2. Key Points for Exploring Ideological and Political Elements in the Curriculum of “*Ancient Chinese History*”

2.1. Family and country sentiment

In the teaching of ancient Chinese history courses, teachers should deeply explore the excellent traditional Chinese culture, so that students can feel a strong sense of patriotism in the study of historical knowledge, and thus form a good sense of patriotism. For example, Zhang Zai's four lines on Hengqu in the Northern Song Dynasty, "To establish the heart for heaven and earth, to establish the destiny for the people, to inherit the ultimate knowledge from the sages, and to open up peace for all eternity," deeply express the author's responsibility and mission to the country and society. In the course of ancient Chinese history, there are many similar historical allusions. In the ideological and political education of the course, teachers can seek out these contents that contain rich patriotic sentiments, so that students can understand the core idea of the unity of the family and the country, and form good values and patriotism in a subtle way, forming a lofty aspiration for the great rejuvenation of the Chinese nation and striving for progress [1].

2.2. Traditional ethical thinking

In the long history of the development of the Chinese nation, from the period of the Hundred Schools of Thought and the harmonious coexistence of Confucianism, Taoism, and Buddhism, many philosophers have devoted themselves to exploring and innovating, forming ethical thoughts with Chinese national characteristics, and emerging a series of noble ideals and aspirations such as "Great Harmony under Heaven", "Benevolence", and "Cultivating Harmony and Governing Peace". In these traditional ethical thoughts, not only do they contain the ideals and aspirations of the sages, but they also subtly influence the thinking patterns of the vast majority of Chinese people. When conducting ideological and political education in ancient Chinese history courses, teachers can use the concept of "trust" mentioned multiple times in works such as "The Analects" and "Mencius" as a starting point to help students understand the importance of integrity and develop a good moral character of treating others with trust. In addition, many philosophers have expressed the concept of people-oriented ethics in their ideological concepts. General Secretary Xi emphasized the need to earnestly absorb and carry forward the moral essence of China's excellent traditional culture, and to make Chinese traditional culture an important source of nurturing the current socialist core values [2]. Therefore, in the teaching of ancient Chinese history, teachers should explore the traditional ethical ideas in the curriculum, so that students can understand many ethical ideas such as integrity and people-oriented in ancient philosophical thought, and continuously enhance their moral cultivation in learning.

2.3. Innovative Thinking

The Chinese nation has always possessed a strong spirit of innovation in its development, and throughout ancient Chinese history, countless movements for reform, transformation, and strengthening have occurred. The ancient Chinese reform activities carried out based on this innovative spirit cover multiple fields such as philosophy, politics, and thought. For example, during the Warring States period, countries were actively reforming, which promoted the prosperity and development of culture and economy during that period. Among them, the books of the Qin Dynasty followed the same track and were written in the same script, laying a solid foundation for the future unification of China. These attempts at reform are an important part of traditional Chinese culture. And when students participate in the learning of this part

of knowledge, they need to gradually form a good innovative consciousness of keeping up with the times and embracing diversity.

3. Exploration and Practice of Ideological and Political Education in the Course of *Ancient Chinese History*

3.1. Improve the teaching cognition of professional course teachers

The content of ancient Chinese history courses is diverse. In carrying out ideological and political education in the curriculum, teachers serve as organizers and promoters of teaching activities. Only when teachers form a good ideological and political concept of the curriculum can they combine the knowledge of professional courses with ideological teaching. Therefore, professional course teachers should continuously optimize their teaching cognition and actively take on the responsibility of educating students in professional course teaching.

Firstly, professional course teachers should continuously enhance their ideological and political awareness of the curriculum, form a firm political consciousness and political ideals, correct their ideological concepts in daily teaching and life, and play their exemplary and value leading roles. Only in this way can students become people with faith and belief through the process of being exposed to it. The effectiveness of ideological and political education in ancient Chinese history courses largely depends on the teacher's professional ability and personal qualities. Therefore, professional course teachers should have a broad vision and great responsibility, and learn to use their personal charm to attract and inspire students, in order to achieve the ideal effect of ideological and political education in the curriculum.

Secondly, teachers should strengthen their ideological and political abilities in the curriculum, continuously learn the current teaching mode of ideological and political education, deeply explore the ideological and political elements in professional courses based on the content of ancient Chinese history courses and the actual situation of students, and innovate the existing ideological and political teaching system. Only in this way can the ideological and political elements of the curriculum be better integrated into professional teaching, allowing students to enhance their cultural literacy in the process of course learning. In the specific practical process, professional course teachers should continuously accumulate cases of ideological and political education, do a good job in building a case library of ideological and political education in courses, and provide assistance for the smooth promotion of ideological and political education in courses [3].

3.2. Innovative Curriculum Teaching Mode

In the teaching of ideological and political education in courses, teachers should continuously innovate the existing teaching mode, adopt diversified teaching methods to deepen the integration of ideological and political courses with professional knowledge, and provide a good classroom environment for the development of ideological and political education activities in courses. Teachers should choose diversified teaching modes such as immersive and exploratory based on students' psychological age characteristics and interests, making classroom activities more interesting and enabling students to participate better in ideological and political learning after having a better course learning experience.

With the development of digital technology, it has also achieved good application effects in the field of teaching. In the practice of ideological and political education in ancient Chinese history, teachers can apply high-tech such as virtual reality technology to practical teaching activities after transforming traditional teaching concepts. After constructing three-dimensional historical scenes for students, make the originally dull historical knowledge points more vividly displayed to them. After providing personalized teaching environments for students, the enthusiasm of college students to participate in the study of ancient Chinese history has been stimulated, significantly improving the quality of course teaching. To present the splendid and diverse history and culture of China, visual aids can be fully utilized in the construction of ideological and political education in the curriculum, making the excellent history and culture of China more authentic.

In addition, in the teaching of ancient Chinese history, it is necessary to combine the interdisciplinary characteristics of history and form a multidisciplinary integrated curriculum teaching system. Professional course teachers can integrate current events and news into their teaching process, allowing students to learn how to interpret social phenomena using historical knowledge. On the basis of enhancing the sense of the times in history teaching, strengthen students' understanding and application ability of historical knowledge. Teachers can also divide students into multiple different groups based on specific historical events, analyze the success or failure of historical facts and their impact on social development at that time, and achieve the teaching effect of integrating history curriculum with the times. In this teaching mode, it can make the relevant content in ancient Chinese history more vivid and three-dimensional, and enable students to establish a good sense of cultural confidence in diversified curriculum learning.

Finally, teachers can require students to start with specific historical figures and share them in class. Through exploring the characteristics and historical background of these figures, students can review the social features and major historical events of this period and delve into the shining points of the historical figure. For example, when a student shares the historical figure of Zhang Qian, it can help other students better understand Zhang Qian's patriotic spirit of "holding the Han Festival". When conducting ideological and political education on this basis, students can feel a sense of patriotism and remember their social responsibility and historical mission.

3.3. Emphasize the implementation of practical course teaching

Practical teaching, as an important path to deepen the implementation effect of ideological and political education in the curriculum, especially in the teaching of ancient Chinese history, requires students to internalize relevant knowledge of history through curriculum practice and strengthen the effectiveness of ideological and political education. In the long history of China's development, countless historical relics have been left in various parts of the country, all of which carry people's memories and cultural heritage. Therefore, in the course of ideological and political education in universities, ideological and political teachers should actively combine local culture and historical relics, lead students to conduct on-site inspections of ancient buildings or living sites, so that students can feel the real emotional impact during the on-site inspection process and immerse themselves in it. Based on deepening students' understanding of historical knowledge, they can feel the hardships and wisdom of the Chinese nation's continuation process, and further deepen their appreciation for traditional Chinese civilization [4].

In addition, local cultures in different regions have their own unique characteristics. Through close contact with these historical sites, students can further strengthen their relationship with various regional cultures, and gradually cultivate their sense of ownership and patriotism while visiting historical sites. In this practical teaching model, it helps to enrich the teaching content of ancient Chinese history courses and promote the further dissemination of regional cultural characteristics.

In practical teaching of courses, universities should establish close communication and exchange systems with various regions to deepen the application value of local cultural resources in practical teaching. In addition to the common course teaching visit system, it is necessary to actively organize students to participate in the explanation, research, and volunteer activities of different practical bases, so that students can focus on specific practical activities, improve the teaching quality of practical courses, and enhance the quality of ideological and political teaching work based on the practicality of the course.

3.4. Systematically develop ideological and political textbooks for courses

Textbooks are an important basis for teachers to carry out teaching activities. Only by doing a good job in textbook development can we organize and classify knowledge related to ancient Chinese history in an orderly manner, and fully realize the educational value of this course.

There are certain differences in the content of textbooks used in the teaching of ancient Chinese history majors in various universities, but they all contain a lot of ideological and political elements in the curriculum. In textbook development, teachers should utilize the cultural achievements of the Chinese nation and the overall achievements of Chinese civilization to infuse the cultivation of patriotism into specific teaching activities. In addition, in course teaching, teachers should use the introduction as a starting point for the development of ideological and political education in the curriculum. By comparing the development of other countries in different periods of China, teachers can highlight the advantages of Chinese civilization in various historical periods and its contributions to the development of world civilization. Through continuous reflection, students can establish a good sense of patriotism and patriotism [5].

In the development of the course “*Ancient Chinese History*”, a normalized mechanism for in-depth development of textbooks should be formed based on selected excellent textbooks. In addition to professional teachers of ancient Chinese history, ideological and political education teachers should also communicate and exchange ideas with professional teachers. After forming a textbook development team, they should jointly promote textbook development work and improve the quality of ideological and political education in the curriculum.

4. Reflection on the Teaching of Ideological and Political Education in the Course of *Ancient Chinese History*

4.1. Ensure the compatibility between professional content and ideological and political education

In the teaching of ancient Chinese history, if there is an excessive emphasis on ideological and political elements in the teaching, and a high degree of integration between professional teaching and ideological and political teaching is not done well,

it will make it difficult for the essence of the course of ancient Chinese history to be fully realized, and students will not be able to solidly grasp professional knowledge, resulting in the reversal of priorities in professional course teaching and causing adverse effects on students' development. If the ideological and political elements in professional course teaching are too far fetched, students will not be able to effectively integrate ideological and political content with their professional knowledge, and will also be unable to internalize ideological and political content as their own code of conduct. In the professional teaching of ancient Chinese history, the professional content should be organically combined with ideological and political education in the curriculum, which facilitates students to have a deeper understanding of the connotation of ideological and political elements in the process of understanding historical knowledge, in order to achieve the ideal effect of ideological and political education in the curriculum. But if the integration of the two is not appropriate, there may be content fragmentation and abrupt methods, and the effectiveness of teaching cannot be guaranteed. Professional course teachers should develop a good awareness of ideological and political education in their courses. In addition to deeply exploring the ideological and political elements in professional courses, they should also actively explore the integration and entry points of professional teaching and ideological and political education. In the top-level teaching design stage, it is necessary to actively change one's teaching concept and make teaching activities present a coherent characteristic [6].

4.2. Give full attention to the course assessment process

Course testing is an important means of testing the effectiveness of course teaching and the quality of talent cultivation. Therefore, in the ideological and political education of ancient Chinese history courses, full attention should be paid to the teaching assessment process, and problems in the course ideological and political education should be identified in a timely manner for optimization, in order to improve the overall teaching effectiveness. In the process of ideological and political education in ancient Chinese history courses, a combination of process assessment and summative assessment should be applied. In the process assessment, teachers should pay attention to students' specific performance in ideological and political learning in the curriculum, and comprehensively examine students' daily homework and classroom development, and comprehensively evaluate students' learning effectiveness at each stage. In the process of assessment, professional course teachers should adopt a diversified assessment system and use various methods such as classroom analysis and character discussions to enable students to have a full understanding of the historical contributions of relevant characters in the learning process of historical knowledge. In the summative assessment mode, emphasis should be placed on the assessment of ideological and political aspects in the setting of exam exercises, such as closed book exams, so that students can deepen their understanding and application of ideological and political content by participating in the course assessment process.

5. Conclusions

In the teaching of ancient Chinese history, there are rich ideological and political elements in the curriculum. Therefore, teachers need to pay attention to the level of ideological and political construction in the curriculum, based on the characteristics and advantages of the history discipline, and deeply extract and explore the spiritual

connotation of the ancient Chinese history curriculum. This will help to integrate ideological and political education with professional course teaching, and achieve ideal professional talent cultivation results in the process of implementing the goal of cultivating morality and talents.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

Funding

This research received no specific grant from any funding agency in the public, commercial or not-for-profit sectors.

References

- [1] Wang, Y. Exploration of Ideological and Political Construction in the Course of Ancient Chinese History. *Journal of Xi'an University of Arts and Sciences (Social Sciences Edition)*, 2025, 28(03), 34-38.
- [2] Liu, X.X. Exploration and Practice of Ideological and Political Education in the Course of Ancient Chinese History. *Journal of Luoyang Normal University*, 2024, 43(08), 78-80+85.
- [3] Liu, W.X.; Feng, M.H. The application of visual history in the teaching of history courses under the background of ideological and political education: taking the course “Ancient Chinese History ②” at Jiangnan University as an example. *Journal of Wuhan Metallurgical Management Cadre College*, 2023, 33(03), 65-67+83.
- [4] Li, Z.J. Exploration of Teaching Strategies for Wei, Jin, Southern and Northern Dynasties History in University History Majors under the Concept of Curriculum Ideology and Politics. *Research on Curriculum Ideology and Politics Teaching*, 2023, 4(01), 168-177.
- [5] Xiancheng S. Exploration of Teaching Reform of “Ancient Chinese History” from the Perspective of Curriculum Ideology and Politics. *Cultural Industry*, 2021, 10, 143-144.
- [6] Cheng, L.Y.; Zhang, X.G.; Yang, S.Y. Practice and Reflection on Ideological and Political Education in the Course of “Ancient Chinese History”. *Journal of Social Sciences, Jiamusi University*, 2020, 38(04), 215-216+219.



© 2025 by the author(s); licensee International Technology and Science Publications (ITS), this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (<http://creativecommons.org/licenses/by/4.0/>)