



# Research on the Collaborative Education Mechanism of "Dual Connection and Dual Integration" of Curriculum Ideology and Politics in Higher Vocational Colleges

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**Abstract:** Vocational education cultivates high-quality technical talents, skilled craftsmen and craftsmen of great powers. Its value logic aims at the deep coupling of "technical tools" and "technical ways", which requires the mutual integration of ideological and political education and professional education to form the resultant force of invisible education and explicit education. At present, there are some problems about understanding "dual connection and dual integration" in higher vocational colleges, such as deviation in concept understanding, insufficient understanding of curriculum ideological and political system construction, rigid application of ideological and political teaching methods, etc. On the basis of analyzing the inherent logical relationship of "dual connection and dual integration" between curriculum ideological and political education and professional education, this paper explores the implementation path of systematically setting up professional curriculum ideological and political objectives, innovating curriculum ideological and political training methods, speeding up the construction of teachers team and establishing assessment and supervision mechanism.

**Keywords:** higher vocational colleges; curriculum ideology and politics; "dual connection and dual integration"; the path of education

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## 1. Introduction

On May 28, 2020, the Ministry of Education issued the "Guidelines for the Construction of Ideological and Political Education in Higher Education Institutions," proposing to comprehensively promote the integration of ideological and political education (IPE) into courses. This aims to embed value guidance within knowledge transfer and ability cultivation, helping students shape correct worldviews, life perspectives, and values. This is not only essential for talent development but also a necessary component. "Curriculum IPE" refers to the implementation of ideological and political education through specialized and general education courses, integrating IPE into professional courses. Implementing curriculum IPE is a significant measure for vocational colleges to fulfill their fundamental task of nurturing virtue through education. The mutual integration of IPE and professional education creates a synergy between implicit and explicit education. As a base for cultivating technical and skilled talents, vocational colleges need to organically combine knowledge transfer, ability cultivation, and value shaping.

"Dual connection and dual integration" refers to the mutual connection between IPE and professional education, and the integration of implicit and explicit education. The former involves incorporating ideological and political content into professional course teaching, while the latter refers to the teaching forms of curriculum IPE, which subtly enhance ideological and political education. Whether in terms of the content or forms of curriculum IPE, it must align with the knowledge and skills of professional courses, enabling students to improve their professional qualities while mastering technical skills.

## 2. The Intrinsic Logical Relationship of "Dual Connection and Dual Integration" between Curriculum IPE and Professional Education

The value logic of vocational education aims at the deep coupling of "the tool of technology" and "the way of technology." "Technology is not merely a physical object with no intrinsic value; it encompasses rich political, economic, cultural, and other social content. It consistently operates as a subsystem of society, reflecting national will and social attitudes." Scientific progress and technological innovation mark the development of national politics, economy, and society, embedding rich elements of ideological and political education within this process. "Carrying the way with the tool," curriculum IPE integrates the spirit of technology, cultural nourishment, and the inspiration of technological achievements while providing technical knowledge and skills. This promotes the cultivation of technical and skilled talents, revitalizing national industry talents and highlighting the character and qualities of technical and skilled individuals.

Vocational education connects its disciplines with industrial development, training various types of technical talents

for societal and economic progress. The curriculum serves as the foundation and support for talent cultivation. With the integration of curriculum IPE, professional education gradually shifts from merely training talents to enabling individuals to realize their values. To achieve the "dual connection and dual integration" of professional and ideological education, it is essential to innovate teaching methods, enrich classroom formats, and collaborate across various forces to form an integrated educational model. As the construction of curriculum IPE progresses in vocational colleges, the deep fusion of IPE and professional education has become an inevitable optimal choice for talent cultivation. The bidirectional integration and mutual promotion of these two elements have become crucial for cultivating skilled craftsmen in the new era. To achieve this goal, professional and ideological education must break through boundaries to form "dual integration", ensuring that "you exist within me, and I exist within you" for bidirectional connection and deep fusion.

Vocational colleges bear the historical responsibility of cultivating well-rounded craftsmen for the new era, requiring a dual connection and deep fusion of ideological and political education and professional education, which must adhere to the principle of mutual integration. Professional education primarily encompasses theoretical knowledge, professional skills, learning abilities, and innovative consciousness, while ideological and political education focuses on patriotism, professional ethics, comprehensive quality, and the spirit of craftsmanship. These elements are interdependent and mutually reinforcing, guiding students to engage in professional practice through the study of professional knowledge, and leading them to innovate through practical training.

## **2.1 The Synergistic Driving Relationship between Ideological and Political Education and Professional Education**

How to achieve an organic and efficient integration of professional education and ideological and political education is a practical issue that vocational colleges must address. The main approach is to use professional teaching as a medium, extracting the ideological and political elements required for professional education based on the characteristics of talent cultivation and the goals of knowledge, skills, and competencies for different professions. These elements should be transformed into intrinsic components of professional education, subtly nurturing each student during the teaching process. Through appropriate institutional design, particularly when developing talent cultivation plans and course standards, relevant elements of curriculum IPE must be integrated into all aspects of professional courses, achieving a collaborative integration of ideological and political education with professional education. This means that professional content is embedded within ideological and political contexts and vice versa, allowing for a dual integration of "nurturing individuals" and "training talents." On one hand, professional education focuses on cultivating students' theoretical knowledge, professional skills, learning abilities, and innovative consciousness, with Marxist principles serving as the overarching framework. On the other hand, the socialist core values and the culture of socialism with Chinese characteristics — including traditional, modern, social, and local cultures—also serve as a continuous thread, fostering students' patriotic feelings, professional ethics, craftsmanship spirit, and comprehensive qualities. This dual-line cultivation and integration break through the superficial connections between the two lines, forming a complete chain of professional education that achieves a dual synergy between "virtue" and "skills," as well as "people" and "talents."

## **2.2 The Mutual Integration of Explicit and Implicit Education**

The bidirectional integration and synergistic drive between ideological and political education and professional education extend far beyond the knowledge paradigm of the professional courses themselves, resulting in profound impacts on course objectives, content, and values. The teaching process of professional education typically involves structural designs for knowledge, ability, and competency goals. After integrating with curriculum IPE, it is essential to scientifically and reasonably plan and design professional courses, uncovering the ideological and political elements within them to achieve a dual cultivation of students' ideological and political qualities alongside their professional competencies. Given that professional courses already possess relatively complete knowledge structures and content systems, which contain various types of ideological and political elements, curriculum IPE must avoid a one-size-fits-all misunderstanding at the teacher level and also prevent students from passively accepting content that leads to a counterproductive mindset. Instead, it should transform disconnected, superficial "IPE" content into a relationship between implicit emotional teaching and explicit knowledge teaching, avoiding a mechanical addition of ideological and political resources to professional education. This requires achieving an organic integration of IPE with professional education. Additionally, during the process of uncovering ideological and political elements, it is crucial to highlight the teacher's exemplary role through personal qualities, craftsmanship spirit, patriotic passion, and high-level technical skills, which can inspire students. This allows teachers to subtly influence students and truly take on the role of guides and mentors in their growth, integrating curriculum IPE into professional teaching.

## **2.3 Value Expansion in the Bidirectional Integration of Ideological and Political Education and Professional Education**

The bidirectional integration of ideological and political education and professional education can be expanded into professional ideological and political education, thereby further enhancing the talent cultivation objectives of curriculum IPE. As the implementation of curriculum IPE progresses in vocational education, there is a need for comprehensive coverage of various courses, as well as a full extension to all educational links. Multiple approaches and methods are required to advance the implementation of curriculum IPE during this integration process. The ability to achieve an organic and efficient integration of the two is a significant indicator of its effectiveness in cultivating individuals. The key to implementing curriculum IPE lies in integrating more ideological and political elements into professional education, which can genuinely reflect the value orientation of curriculum IPE. The capability of professional education to cultivate qualified skilled talents that meet the requirements of the new era hinges on the seamless fusion of knowledge transfer, skill cultivation, professional quality, and value guidance. This integration is particularly vital as China vigorously promotes the development of a skills-oriented society and accelerates the cultivation of skilled craftsmen who meet the demands of the new era. Therefore, it is urgent for professional education and ideological and political education to drive each other and work collaboratively.

## **3. Current Status of "Dual Connection and Dual Integration" in Vocational Colleges**

As the main platform for systematically cultivating craftsmen for the new era, vocational colleges have significantly improved the educational effectiveness of professional education, especially with the gradual deepening of curriculum ideological and political education (IPE). However, there are still some shortcomings in terms of integration.

### **3.1 Unclear Objectives for Curriculum IPE Construction**

Some teachers in vocational colleges lack systematic research on the objectives of curriculum IPE construction. They do not deeply understand curriculum IPE from the perspective of teaching and nurturing students, merely transplanting relevant content from IPE documents into their course teaching objectives. This leads to vague and superficial goals for IPE construction, with the integration of nurturing elements like patriotism, national sentiment, and the craftsmanship spirit remaining at a surface level. Curriculum IPE is not truly integrated into professional teaching, resulting in a phenomenon where ideological and political education and professional education become disjointed. There is also a severe homogenization of IPE construction goals, with insufficient emphasis on regional, institutional, professional, course, and vocational characteristics. The IPE construction goals within the same profession often lack systematic design, leading to either fragmentation or overlap.

The planning and implementation of curriculum IPE are systemic projects for vocational colleges, involving seamless connections between various aspects of talent cultivation. This requires coordination and cooperation between subjects and objects. While ideological and political education is a crucial component of a vocational college's connotation construction, it is essential to address the "two separate skins" phenomenon between professional education and ideological education during implementation. If professional education overly emphasizes professional knowledge and skills, it will be incomplete and lack essence if ideological and political education is not organically integrated into professional teaching.

In promoting ideological and political education, schools often lack top-level systematic design, which to some extent affects its effectiveness. Issues such as insufficient excavation of ideological and political elements in professional courses, a lack of flexibility and diversity in educational methods, and some teachers having weak awareness of curriculum IPE are common. Therefore, curriculum IPE construction requires vocational colleges to engage in top-level institutional design that aligns with the characteristics and laws of vocational education to be effectively implemented.

## **3.2 Strengthening Bidirectional Integration Methods for Ideological and Political Education and Professional Education**

Deep integration of ideological and political education and professional education in vocational colleges forms a bidirectional collaborative educational system, which is an effective path to cultivate craftsmen for the new era. However, in actual teaching implementation, the application of curriculum IPE often remains theoretical or verbal, with rigid methods, singular pathways, and forced integration processes. There is a mechanical "marriage" of ideological and political elements with professional classrooms, regardless of whether they match, leading to an accumulation of perceived relevant knowledge points. Some elements are only fragmented, failing to form a cohesive system throughout classroom teaching, with teachers integrating them wherever they see fit. This can easily result in a situation where ideological education and professional education do not blend well.

Some professional course teachers, in an effort to emphasize ideological education, may stray from the content that should be included in the professional curriculum, excessively reinforcing ideological content during class, thereby

politicizing the professional course. This approach does not positively impact teaching; instead, it can generate resistance from students, making them less likely to engage in the class, let alone improve the educational outcomes. Cultivating craftsmen for the new era requires guidance by socialist core values, demanding that students not only possess outstanding skills and expertise but also internal qualities like striving for perfection, responsibility, dedication, and innovation. This comprehensive cultivation of explicit skills and implicit qualities requires a genuine integration and promotion of ideological and political education with professional education to achieve the desired outcomes.

### **3.3 Enhancing Teachers' Awareness and Ability in Student Education**

Teachers, as the main agents of student education in schools, are advocates and practitioners of teaching value guidance. Their educational philosophy, professional skills, and teaching abilities directly determine educational outcomes. In focusing on curriculum IPE implementation, some teachers seem uncertain or even misunderstand, believing that "ideological education should be conducted by specialized IPE teachers," or that "the classroom is an independent space where teaching should maintain value neutrality," or that "curriculum IPE is merely formalistic." These misconceptions arise from not closely linking knowledge transfer, skill cultivation, and value guidance, instead artificially separating teaching from nurturing, making it challenging to complete the holistic cultivation of virtuous individuals.

Professional course teachers in vocational colleges are the main implementers of curriculum IPE, but some face issues with inadequate awareness and capability for nurturing students. Some believe that curriculum IPE is solely the responsibility of IPE teachers and not relevant to professional teachers, which creates a disconnect between professional and ideological courses. Some teachers may also view curriculum IPE as a waste of time that affects the completion of professional teaching tasks, leading to an overemphasis on knowledge and skill transfer while neglecting the guidance on methods of conduct. In evaluation schemes, they may focus solely on knowledge and skill attainment while overlooking the goals of nurturing students. This lack of a sustainable and normalized mechanism for enhancing teachers' awareness and capability in nurturing students further complicates the issue.

### **3.4 Improving Evaluation Mechanisms for Promoting Curriculum IPE Implementation**

To promote the continuous construction and optimization of curriculum IPE, corresponding policy guidance and institutional support are necessary. As the implementation of curriculum IPE in vocational colleges deepens, there is a need to explore effective assessment methods to scientifically evaluate the effectiveness of IPE construction. Currently, many vocational colleges face issues such as an incomplete evaluation system, inadequate supervision mechanisms, and a lack of reward and punishment measures, all of which significantly impact the effectiveness of curriculum IPE implementation. Some colleges have evaluation indicators that are overly broad and quantifiable measures that are too vague to provide objective assessments of implementation effectiveness, leading to biased evaluation results. Others have evaluation criteria that are overly comprehensive but include ambiguous and subjective indicators, making precise measurement challenging.

Any evaluation indicator system will affect the objective evaluation of curriculum IPE construction outcomes, indirectly impacting the quality of talent cultivation. Therefore, it is essential to vigorously promote curriculum IPE construction from multiple perspectives, establishing a comprehensive assessment system and supervision mechanisms. The extent to which the overall goals of "knowledge transfer, skill enhancement, and value guidance" are achieved should be a significant assessment indicator for curriculum IPE. Additionally, it is necessary to develop scientifically diverse evaluation standards for curriculum IPE to assess the effectiveness of IPE work and ensure the high-quality implementation of curriculum IPE construction.

## **4. Paths to Achieving the Dual Connection and Dual Integration of Ideological and Political Education with Professional Education**

### **4.1 Overall Planning of Ideological and Political Education Goals for Professional Courses in Higher Vocational Colleges**

The "Guiding Opinions from the Ministry of Education on the Formulation and Implementation of Talent Cultivation Programs in Higher Vocational Colleges" emphasizes the need to "scientifically and reasonably determine professional training goals, clarify students' knowledge, ability, and quality requirements, and ensure training specifications." This document clearly defines the talent cultivation goals in higher vocational colleges. Generally, it does not require the separate listing of ideological and political education goals in teaching, but rather integrates them into the quality objectives. The teaching goals for ideological and political education serve as the starting point for implementing such education, and they should be designed based on professional ideologies. The term "professional ideology" refers to the extraction of professional characteristics and advantages according to different talent cultivation goals, using the professional curriculum



system as a guide to integrate ideological and political elements into all aspects of professional education and teaching. This approach constructs a talent cultivation model that integrates professional education with ideological and political education. Professional ideology builds a core value system for the profession, representing the top-level design of ideological and political education. The setting of teaching goals for ideological and political education should consider the characteristics of vocational education, incorporating ideals, patriotism, moral cultivation, professional ethics, discipline, and responsibility into the curriculum, thus establishing differentiated and tiered educational goals.

## **4.2 Strengthening the Innovative Development of Dual Integration Cultivation Methods**

The talent cultivation program serves as the fundamental basis for professional training and quality evaluation, essential for reshaping education. New era craftsmen embody an organic fusion of technical skills and value literacy. Therefore, the talent cultivation process must emphasize both knowledge and skills while enhancing the holistic development of students' moral character, effectively integrating explicit skill education with implicit ideological education.

First, at the level of talent cultivation goals, a dual-mainline design should be formed. The "dual-mainline" concept refers to having one mainline for professional training goals and another for ideological and political training goals. This approach aligns with the trends in industrial structure, refining the technical skill training goals based on industry talent demands, while firmly establishing the core socialist values and enriching traditional Chinese virtues to form moral cultivation goals. Both goals should progress in tandem to meet the attributes of new era craftsmen.

Second, in the structural framework of the curriculum system, a dual-excellence carrier should be established. Courses serve as the fundamental medium for education, categorized into skill-oriented and value-bearing types. Although ideological courses, general education courses, and professional courses differ in nature, they share the responsibility of cultivating new era craftsmen. Therefore, the curriculum system should be guided by socialist core values, deeply integrating ideological elements into professional knowledge, and forming a professional ideological curriculum system, thereby addressing the disconnect between ideological and professional education. During the reorganization of the curriculum system, the leading demonstration role of ideological courses must be fully utilized to ensure proper direction and quality development of ideological education, continuously refining teaching content and promoting method reforms for the intrinsic development of ideological education. Professional education should also play a core supporting role in cultivating professional knowledge and skills, deeply integrating ideological education elements into professional teaching and redesigning professional course content in light of these elements.

A diversified presentation of ideological education can effectively enhance its appeal to students. Teachers in higher vocational colleges can optimize classroom teaching by introducing the "dual connection and dual integration" concept. First, they should respect students' agency in the design and preparation of lesson plans, encouraging active participation and promoting diverse teaching forms. Additionally, they should avoid traditional, rote teaching methods and leverage online and new media technologies to reorganize and optimize educational resources, thereby improving their utilization.

## **4.3 Accelerating the Development of the Faculty for Ideological Education in Higher Vocational Colleges**

President Xi stated, "The key to running good ideological and political theory courses lies in the teachers, in maximizing their enthusiasm, initiative, and creativity." This is equally true for ideological and political education; its effectiveness relies heavily on the quality of the teaching staff. Therefore, it is essential to enhance the quality of the faculty and to raise their awareness and ability regarding the construction of ideological and political education.

The implementation of ideological education in higher vocational colleges relies on a conducive campus culture. Teachers should clarify the guiding principles of ideological education activities, ensuring that professional and ideological education are integrated, allowing students to acquire professional knowledge in a relaxed atmosphere. Additionally, teachers should engage in further communication with students outside class to address their questions and concerns, thereby integrating ideological education tasks into all educational segments. For instance, by discussing their teaching strategies with students, teachers can identify areas for improvement and better understand students' needs during the learning process, allowing for adjustments and enhancements in the design of educational activities.

Furthermore, teachers should utilize local or campus historical and cultural resources to fulfill students' educational needs, enhancing their patriotism and ideological literacy. Overall, teachers should focus on mastering the three foundational skills of ideological education: identifying the ideological elements within the curriculum, organically integrating them into classroom teaching, and recognizing that educators themselves must first be educated. This will continuously improve their teaching and nurturing abilities, particularly in collaborative education, ensuring the effective implementation of ideological and political education.

## 4.4 Exploring the Establishment of a Supervision Mechanism for Evaluation that Meets the Requirements of the New Era

The effectiveness of ideological education is a crucial component of the evaluation of professional development within schools. Linking professional development indicators to adjustments in program settings and performance evaluations can effectively guide the deepening implementation of the ideological education model. A series of incentive policies should be established to support the construction of ideological education from organizational, financial, and systematic perspectives, increasing its weight in evaluations of teaching, professional titles, and rewards.

To optimize quality evaluation indicators and address challenges in evaluating ideological education, all teachers should embrace the concept of "educators must first be educated," actively engage with core socialist values, and ensure comprehensive implementation of ideological education across all courses, thus promoting a culture where every class incorporates ideological content.

Moreover, the monitoring and evaluation mechanisms must be refined to ensure the effectiveness of ideological education. This involves aligning the implementation of professional talent cultivation plans and curriculum standards with quality management requirements, specifying ideological education criteria in teaching materials and resources, and integrating these criteria into the entire quality system. Regular assessments of the ideological education's effectiveness should be carried out, with findings feeding into professional assessment and course evaluation systems, facilitating improvements in course delivery.

Lastly, the incentive systems must be enhanced to continuously advance the construction of ideological education, linking the effectiveness of this education to professional evaluations and adjustments in program settings.

## 5. Conclusion

The deep integration of ideological and political education with professional education is an objective requirement for establishing a comprehensive educational framework and an effective path to cultivating new era craftsmen. Addressing the prominent issues in their current integration, this article proposes a "dual connection and dual integration" model, focusing on creating a holistic education paradigm, constructing comprehensive talent cultivation plans, fostering a supportive environment for teacher development, and optimizing evaluation standards. These measures will ensure the detailed implementation of moral education tasks, creating an educational environment that supports all-encompassing nurturing, thereby achieving valuable outcomes in ideological education and high-quality vocational education.

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