

Research on the generative mechanism of students' value identification in practical teaching of ideological and political courses

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Abstract: Practical teaching in ideological and political courses is an essential approach to reshaping students' values, guiding them from passive learning to active understanding and practical participation. To explore this mechanism, we need to be aware the internal correlation between real-life scenarios and students' engagement as well as ideological changes. Some current practical teaching activities lack clear value orientation, systematic process guidance, and continuous evaluation and feedback; thus, students' in-depth understanding of theories and value internalization are insufficient. Through the integration of theory and practice, students can develop sound values via social observation, task participation and self-reflection, thus increasing the pertinence, persuasiveness and long-term impact of ideological and political practical education. This study adopts field investigation and case analysis of red-themed practical courses to sort out the internal logical mechanism of value shaping.

Keywords: ideological and political courses; practical teaching; value identification; formation mechanism; practical education

1 Introduction

Value identification is not merely students' understanding and recognition of classroom ideological viewpoints; rather, it takes shape through encountering life, solving problems and undertaking responsibilities. If the ideological and political courses are still at the level of concept explanation and conclusion delivery, students will acquire knowledge but fail to develop inner conviction [1]. With the deepening of practical education, social research, volunteer service, red-themed study tours and community participation have gradually been brought into the classroom. By engaging in realistic practical situations, students will be aware that national development is related to social undertakings and their own responsibilities, which facilitates the application of ideological theories to real life. However, practice does not naturally lead to value recognition; without problem-oriented guidance, emotional motivation and reflection, it will be superficial participation. How to help students truly understand, internalize and apply values in life is now a significant problem affecting the quality of education.

2 Internal logic of students' value identification in practical teaching

2.1 Practical settings provide the experiential foundation for value identification

The formation of students' values cannot be a mere memorization and repetition of theoretical knowledge; rather, it should be rooted in experiences that are easy to comprehend and perceive. Practical teaching can be conducted in social

life, historical sites, grassroots governance and public service, etc., so that students can directly perceive values through observation and communication with people, and understand how society functions. In red-themed studies of community service and rural research, what students are able to observe is not only the conclusions in textbooks but also the practical manifestation of values in life. This fosters growing cognitive affinity and emotional recognition.

2.2 Student participation and reflection deepen value identification

Value identification is not based on one-way preaching; rather, it is formed through the individual's own reflection and self-recognition. The value of practical teaching is to help students learn by doing and become independent learners. In terms of task completion, teamwork, interviews and result presentation, students learn to cooperate with others and take responsibility for their growth [2]. It should be noted that practical experience, without reflection, may remain at the level of short-term emotions; with practice logs, discussions, case reviews and achievement displays, students are guided to ponder: "why is it so, how does it relate to me, and how should I act?", and the value of identification can shift from external feelings to inner judgment, settling into a relatively stable behavioral consciousness.

3 Realistic difficulties in the formation of students' value identification

3.1 Practical goals focus on task completion, while value orientation remains ambiguous

With the expansion of practical teaching in ideological and political courses, activity forms have become more diversified, and students have more opportunities to step out of the classroom and experience real life; thus, they can better develop value identification. However, in some teaching arrangements, "completing the activity" is still the primary objective; more emphasis is placed on whether the activity can be carried out smoothly, whether the materials have been submitted on time and whether the process has been fully recorded, but the value orientation behind the theme and its connections with course content and student development are not sufficiently considered. Without clear problem-oriented guidance, students may participate in investigations, field visits and volunteer services, but fail to recognize how these activities contribute to their own value development and thus cannot transform experience into solid knowledge. If the themes are too general and the tasks are fragmented, students will only be able to gain vague impressions and feelings about values, lacking a clear guiding direction. Therefore, the practical objectives should be refined around the main content of the course and students' ideological development rather than numerous. Accordingly, the activities will be in the process of moving from "mere form" to "clear direction" and from "superficial participation" to "true value identification".

3.2 Practical activities emphasize superficial experience, while ideological guidance lacks depth

The advantages of practical teaching lie in its authenticity, rich forms and openness. Students are immersed in a typical scenarios to experience life in society firsthand, perceive the changes of times, and thus develop a sense of social responsibility and public awareness through their own experiences [3]. However, if the practice is still in the form of observation, note-taking, taking pictures and report writing, students' perception of the practice targets will be superficial and they cannot develop the deep thinking required for value identification. For example, in community volunteer service, students may feel the joy of helping others but fail to learn about the sense of social responsibility; in red education bases, they may be emotionally moved by historical memory, ideals and beliefs but cannot connect these with the mission of contemporary youth. Teachers should pose questions at various stages to guide students to delve into the roots of phenomena, manage their emotions properly, and consider the practical application of experience in society, etc. Only when field observation, task participation, group discussion and theoretical explanation are integrated into practical teaching will it be possible to avoid superficial situational experience and become an essential part of students' ideological growth.

4 Mechanism construction for promoting the formation of students' value identification in practical teaching of ideological and political courses

4.1 Building a cognitive generation mechanism of "theoretical introduction—practical experience—value reflection"

The formation of students' values should start with clarifying theoretical issues and be verified through actual practice. Practical teaching in ideological and political courses should not be separated from theoretical knowledge; before students participate in social practice, there should be thematic focus, question setting and value guidance, so that the students can engage in practical activities with inherent doubts and seek answers via observation, interviews, recording and discussion. Theoretical introduction is not merely a background explanation but rather a way to help students construct a systematic thinking; practical experience is not simply about carrying out activities but should be used for students to learn how the advantages of institutions interact in social development and clarify individual social responsibilities; finally, after practice, one can draw lessons from practical experience to adjust their original ideas. In the themed activity called "Grassroots Expressions of Chinese Modernization", one university prepared pre-class topics on rural governance, public services and common prosperity, organized visits to community service centers, village industrial bases and new era civilization practice stations, etc. Then, a seminar called "Institutional Support for Grassroots Change" was held, and the students began to analyse the governance structure, public participation and other social issues not merely in a descriptive way, but to form logically affirmed values.

In order to form a stable connection among cognition, emotion and behaviour, practical teaching can be organized in the following ways (see Table 1).

Table 1. Design of the generation mechanism of students' value identification in practical teaching of ideological and political courses

Generation Mechanism	Key Implementation Points	Practical Carriers	Value Orientation
Cognitive generation mechanism	Theoretical introduction, question guidance, practical reflection	Social research, thematic interviews, case review	Forming rational understanding
Emotional generation mechanism	Situational influence, role-model guidance, emotional transformation	Red-themed study trips, interviews with role models, immersive experience	Strengthening value resonance
Action generation mechanism	Task participation, feedback evaluation, continuous practice	Volunteer service, community co-construction, campus practice	Promoting behavioral consciousness

4.2 Building an emotional generation mechanism of "situational influence—emotional resonance—value internalization"

Besides rational thinking, emotional resonance and spiritual belonging also need to be considered in value identification. Practical teaching should turn the grand value theme into concrete figures, scenes and stories that can make students feel the warmth of values in real life. Red cultural venues, memorial halls, grassroots service stations and innovation sites can all be places of emotional creation [4]; however, the problem is not that students have been to these places, but whether they have experienced life in such a place, comprehended the choices of others, and felt the spirit of the times. With the help of in-situ explanation, interviews, scene reconstruction and role-playing, teachers can guide students to progress from being "moved" to being "able to understand", and then to self-awareness. In a red-themed study activity, students worked in groups to collect family-based information through letters, oral histories and familial historical sites; they assumed the responsibility of an interpreter to link historical events with the development of youth and presented their research in various forms later, such as short films, recitations and themed essays. Such practices were not confined to

emotional inspiration; with the help of expressive activities, students began to re-examine the practical value of ideals and beliefs and allowed emotional resonance to be stably incorporated into their values.

5 Conclusion

The profound value of practical teaching in ideological and political courses is that it can help students consolidate their ideals in daily life, understand the times through taking on responsibilities, and complete self-improvement through continuous practice. Value identification is not an momentary emotional response but an inner choice through rational deliberation; in this process, emotions will subside and actions will be repeatedly verified. Only when practical teaching has warmth, targets practical dilemmas and genuinely fosters students' development will ideological and political courses be able to exert long-lasting influence beyond the classroom and lay a solid foundation for the spiritual growth of young people.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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