

The Inherent Mechanism and Implementation Pathways of Collaborative Education between Curriculum-Based Ideological and Political Education and Ideological and Political Theory Courses

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Abstract: *In pursuit of efficiency in spreading knowledge, modern education has often been organised in a manner that separates it from the cultivation of values and thus fails to achieve all the aims of education. In order to better understand the all-encompassing nature of education, this paper will investigate the reasons for and system development paths of cooperation between subject-based curricula and specialised value education courses. First, from the perspective of theory, this paper studies the ontological connection of the two and puts forward the idea that knowledge systems are inherently value-laden; thus, it provides a theoretical basis for collaboration. The three general modes of operation for the mechanism of cooperative education are value agreement, knowledge construction and field integration. It can be seen that the main ways are isomorphic and complementary goal-setting, the mutual embedding of knowledge and values, and the coupling of micro-contexts with macro-ecosystems. Based on the above analysis, the following three ways will be used to achieve synergy: reconstruct content in line with the genealogy of knowledge, develop cross-learning methods that promote dialogue among teaching paradigms, and establish joint evaluation of all aspects of education. The general direction of this paper is to provide theoretical support and explore the mechanism and Design path. It can provide theoretical support and practical reference materials to go beyond the simple addition of courses and achieve deep integration of knowledge inheritance and value education.*

Keywords: *Curriculum-based Ideological and Political Education, Ideological and Political Theory Courses, Collaborative Education, Inherent Mechanism, Implementation Pathways.*

Introduction

The first purpose of education is to promote all-around development of people, and thus, the links in learning knowledge, cultivating abilities and cultivating values must be tightly linked and proceed together. However, in actual teaching, there is often a problem that the special courses responsible for systematic value education and the various subject-oriented courses focused on transmitting disciplinary knowledge fail to achieve their goals, are fragmented in content, and differ in teaching methods. Thus, the guidance of values and education for all students have been fragmented and weakened. To address the above issue, it is necessary to study the theoretical basis of how and why the two types of courses can be effectively integrated. This problem of talent cultivation in practice needs to be addressed, and at the same time, the fundamental ideas of education should be reconsidered theoretically. The goals of this paper are to organise the knowledge of cooperative learning, explore how it is actually implemented in practice, and provide relevant support for its application. Therefore, it hopes to provide full theoretical and practical support for closing the gap between knowledge-oriented education and value education and build a new, integrated model of holistic education.

1. Theoretical Construction and Conceptual Clarification of Collaborative Education

1.1 Analysis of the Ontological Connection between Curricula and Ideological-Political Education

At the core of education is the all-round development of people, and the two parts that make up this process are knowledge transmission and value cultivation. From the perspective of the sociology of knowledge, the disciplinary knowledge system carried by any curriculum is not a value-neutral collection of objective information. Rather, it has its own specific epistemological system, method of inquiry and ethics. The process of discovering, organising and spreading disciplinary knowledge is inherently in pursuit of the ultimate values of truth, goodness and beauty. Therefore, it will naturally have the attributes of value education. This basis can be used to extend the goal of school curriculum from teaching skills to cultivating all-round individuals with moral and aesthetic qualities.

In terms of academics, ideological and political education can be regarded as a particular type of educational work that helps people develop good moral qualities and create a good society. Its main purpose is to help people establish a stable system of values and a sense of purpose in life. The connection between the curriculum and ideological and political education at the ontological level is not an external or mechanical linkage; rather, it is an inevitable link stemming from the common essence of "education as guidance". Both are involved in the process of meaning construction for the cognitive subject, and their differences mainly lie in the scope of action and the level of explicitness. Disciplinary concepts and logical systems are generally taught directly in the curriculum, but value education is often presented indirectly through the selection, interpretation and application of knowledge. Precisely because they have the same origin, there is a theoretical basis for integrating the educational goals of both.

1.2 The Elemental Structure and Functional Orientation of the Collaborative Education System

The collaborative education system is a dynamic and organic whole that has been formed by integrating all kinds of components. First, there is a particular content system that offers the basic materials for value education; second, there are implicit carriers of values scattered throughout the curricula of all subjects; third, there is a community of educators and students that works together in teaching activities; and finally, there are all kinds of teaching environments and institutional contexts in which this interaction occurs. The above reasons are not all applicable. The Special Content System will organise and deepen the study of values, and at the same time, it will also create real and contextualised learning environments for the implicit carriers of values in the disciplinary curriculum. Teachers and students are in contact with one another, and the institution sets up rules and limits for this interaction; these are the main sources of change^[1].

The two functions of the system are integration and complementation, and they work together. Integrative function is the integration of value education elements that may be spread across various parts of the curriculum, so it can be organised into a system of meaning aimed at common educational goals and avoid being fragmented and random. The other is that they will work well together and be promoted by one another. Detailed analysis and particular cases in different areas are complementary; to verify the universality of the theoretical presentation, representative cases from all regions can be collected and an all-encompassing educational system can be established. The entire function of the system is not simply the sum of the functions of its parts; rather, it is determined by how closely these parts are connected and how well the connections can be used together.

1.3 The Logic of Integrating Knowledge Transmission and Value Education

The combination of knowledge transmission and value education is in line with the natural progression from cognitive construction to meaning creation. The process of learning is a kind of cognitive construction in which one takes in external information and organises it according to one's own cognitive structure. At the same time, through this process, one learns about the external world and is gradually led to accept certain values, ways of thinking and cultural views that are contained in the knowledge system. The scientific spirit of seeking truth rigorously, the humanistic concern for the fate of humanity, and the aesthetic orientation towards symmetry and harmony are all in the disciplinary knowledge, and they subtly shape the learner's affective attitude and value system during cognitive construction.

The first reason for combining them is that effective value guidance requires a strong cognitive

foundation, and deep assimilation of knowledge often needs to be value-based; thus, it is both the motivation and the end goal. Value identification can give direction and purpose to the acquisition of knowledge, thus motivating students to learn more actively. At the same time, by learning about the problems in life, one can develop the critical thinking skills needed for evaluation and establish a more reasonable system of values. The two are unified in higher-order thinking activities. For instance, critical thinking requires both verifying the accuracy of knowledge and considering the basis of values; creative thinking is not only about new combinations of knowledge but also expresses the aspiration for values in a better future. Therefore, the purpose of integration is to achieve the dialectical unity of truth and goodness in the deep structure of cognitive activity and make the educational process a joint progress of knowledge expansion and moral cultivation.

2. Multidimensional Interpretation of the Inherent Mechanism of Collaborative Education

2.1 Value Consensus: The Isomorphic and Complementary Mechanisms of Educational Objectives

As the fundamental purpose of education is the all-round development of individuals, it should integrate the acquisition of knowledge, cultivation of abilities and moral qualities, etc. Although the specific contents and forms of special courses and other disciplinary courses vary, their fundamental goals in education are the same; that is, both aim to foster people with rational spirits, social awareness and sound morals. Specialised courses aim to create an organised and conscious system of values and meanings, and disciplinary courses, by introducing the historical background, research methods and ethical problems of their respective knowledge systems, indirectly shape students' cognition and values in line with this system. The aim of isomorphism is to provide an intrinsic direction for education.

The first reason for this is that the two types of courses have different functions but the same goals. Specialised courses provide a system of values and critical thinking, and their function is to lay a foundation and provide an introduction. The guiding ideas in the disciplinary courses are relatively specific and spread out; they present abstract values in various areas of knowledge and problems for application. The two are mutually verifying and supporting one another, and they also have the relationship of theoretical speculation and contextual experience. Isomorphism means that a system is one and only one, and it has many applications. Together, they offer a good and healthy foundation for the cooperative education system^[2].

2.2 Cognitive Construction: The Mechanism of Mutual Embedding Between Disciplinary Knowledge and Value Elements

The mutual embedding of disciplinary knowledge and values is due to the all-encompassing nature of cognition. Knowledge always exists in a specific network of concepts, theories and cultures. Its basic ideas, rules and ways of thinking are based on or assume certain views of the world and people, and thus naturally have values. For example, the pursuit of objectivity is naturally about finding truth, and knowing that things are complicated requires dialectical thinking. Value elements are not external to knowledge but are an intrinsic part of its internal structure, and the two are interdependent at the fundamental level of cognition.

Mutual embedding can be directly observed in the construction of knowledge by learners. During the course of learning a particular subject, learners also absorb many other values that are not expressly mentioned. Good teaching can help to show values that are not explicitly mentioned more clearly for students to learn; thus, they will be motivated to think about values in their daily lives and ask questions such as "Why do we need to be honest?" or "How can we help others?". Disciplinary knowledge provides the empirical basis and logical constraints for value-oriented thinking, and value-oriented thinking adds a sense of purpose and responsibility to the use of knowledge. Therefore, there will be a dialectical unity and mutual promotion of factual judgment and value judgment in cognition.

2.3 Field Integration: Coupling Effect of Teaching Contexts and the Educational Ecosystem

Teaching effectiveness is related to the specific classroom environment, and the extent and permanence of all-encompassing education depend on the whole academic and cultural system. The small-scale teaching environment includes interaction between teachers and students, selection of teaching topics, etc., and this is where value education takes place. Specialised courses and disciplinary

courses each have a different way of generating meaning: the former is rational speculation, and the latter is value consideration in problem-solving. Organise collaborative classes based on all the situations of the students and their joint efforts. An analysis framework or an empirical case can be used to connect all the micro-level fields and show how they work together.

The first purpose of field integration is to link teaching with all links in the large-scale education system. Macro-ecosystem refers to the academic system, disciplinary traditions, institutional culture and socio-cultural psychology; together, they create an environment, norms and resources for all teaching situations. The strength of the teaching environment can be shown by how effectively it activates and realises the positive value resources of the macro-ecosystem, such as the scientific spirit of truth-seeking and the humanistic tradition of care, in the teaching process. At the same time, the convergence of many good teaching situations can also cultivate and improve the macro-ecosystem, forming a virtuous cycle. The aim of combining all the parts in cooperative learning is to create a work that links students' own experiences with rich resources of values. Together, they have formed a joint learning area for small-group interaction and wider cultural experience.

3. Organized Ways to Attain Synergistic Effects

3.1 Content Reconstruction: Linking Value Logic and Knowledge Genealogy

At the core of content-level synergy is to go beyond the spread of shallow disciplinary information and explore profound values and systematic integration of this information. Therefore, we need to deconstruct and reinterpret the genealogy of the current curriculum knowledge. It should not be done by adding external parts; instead, we will explore the generation logic and structural context of knowledge itself to find the values contained in it. For example, in the course of natural sciences, one can trace the evolutionary history of key theories to see the spirit of truth-seeking, the courage to doubt, and the ethics of collaboration. In humanities classes, one can focus on different interpretations of classic works or basic problems and present the eternal debates in these works on justice, dignity, tradition and change. The goal of this reconstruction is to present a "chain of meaning" that is parallel to and interwoven with the "chain of facts" in knowledge, thus making value logic an intrinsic way of viewing and an essential component of understanding the deep structure of knowledge^[3].

Based on the cooperation mentioned above, an interdisciplinary "value-issue mapping" framework will be constructed. The purpose of the framework above is to present the main problems in research that are either common to all areas or closely related among them, such as the "conflict between reason and emotion", "the relationship between the individual and society", and "ethical limits in the development of technology". Link the corresponding knowledge points in all the courses under this common map of issues, and the original disciplinary content can be connected at the level of meaning. Learners will be exposed to and learn about the same set of complex value problems repeatedly in different situations, so they will build a network of knowledge that is both specific to the discipline and generally coherent. Integrate the logic of values with the inherent context of knowledge to enhance the academic quality of collaborative education and avoid arbitrary and superficial guidance of values.

3.2 Methodological Cross-learning: Dialogue and Creative Transformation of Teaching Paradigms

To promote synergy, we need to foster a change from isolation to communication, and finally achieve creative integration in the teaching models of specialised courses and subject courses. Most special courses use the method of theoretical deduction, normative analysis and critical debate to present, organise and reflect on values. Discipline courses are more likely to use case-based inquiry, experimental verification, project-based learning, scenario simulation, etc., to apply knowledge and solve specific, real or simulated problems. The purpose of cross-learning in methodology is to jointly observe and learn from the two schools of thought in methodology in order to develop better and more comprehensive joint teaching strategies.

In this way, the components of value discrimination can be naturally included in the teaching of disciplinary courses. Present an ethical matrix analysis in the discussion of engineering cases, add social responsibility dimensions to the decisions in business simulation, or apply the tools of critical value theory to interpret literary works, etc. It is not to add another round of discussion, but rather to incorporate value reflection in the process of problem-solving. Therefore, the teaching of special courses can also learn from the embodied and contextualised strategies of disciplinary courses. Create many moral-dilemma situations for students to learn about the real-life choices of historical figures, or

set up simulations of decision-making for social problems so that students can learn about value theory through direct experience in the real world. As a result of the paradigm dialogue, a new kind of teaching practice has appeared. At the same time, many other factors need to be taken into account when facing a difficult cognitive problem; thus, in order to help students develop all sorts of thinking abilities in life, we should also learn how to make good trade-offs among reasons^[4].

3.3 Evaluation Synergy: General Observations and Feedback on Educational Results

A good collaborative-education system should also have an assessment system. Therefore, we should focus less on evaluating individual pieces of knowledge and more on the all-around development of students at school. Most of the indicators of achievement are changes in behaviour and abilities that can be observed; attributes of character and thinking are more abstract and lasting, so they are difficult to observe directly. All of the above are used to carry out synergy analysis. All changes in students' thoughts, emotions and behaviour should be recorded by the system. Be specific in expressing your values and develop a rational way to detect problems; take social responsibility, have a strong sense of ethics in teams and projects, and learn about the values and perspectives of others in a multi-disciplinary environment. Many kinds of qualitative research should be used to collect data, such as problem analysis, field notes and interviews, etc^[5].

The combination of the two will be a good way to present the information. The purpose of the evaluation is to find out how well it has been implemented and to continuously improve the teaching system and all-round develop the students. All-around observation data and information should be in the form of a closed-loop feedback system. The system can show curriculum designers how effective the integration of value logic actually is, point out to teachers what has worked and what needs to be corrected in their methodological transformation, and provide students with formative feedback on the construction process of their own world of meaning. Positive feedback will help the students make better choices, and at the same time, it will consider their learning progress and the final results to help them be aware of changes in their values over time. Based on the results of the evaluation, the new concept of education will be balanced; it will collect more data and pay more attention to all people. It will help to motivate and promote the normal development of collaborative education in actual teaching situations^[6].

Conclusion

Based on the above theoretical construction, mechanism analysis and path design, it can be seen that joint education of subject-based curricula and specialised values education courses is both necessary and feasible. Research shows that the cooperation of the two is not an external or mechanical connection but is based on the intrinsic demands of educational ontology, cognitive laws and the ecological field. Value consensus offers the general direction for education; cognitive mutual embedding is the joint process of learning and valuing; field coupling is the application stage of cooperation. To achieve the above synergy, it is necessary to integrate the intrinsic value logic of knowledge at the content level in depth, promote the creative transformation of various teaching paradigms at the methodological level, and build a complete system of observation and feedback at the evaluation level. The above analysis will offer some new theoretical support and practical suggestions for the study of educational system integration. Based on the above, in the future, we will explore particular models of collaboration among different types of disciplines, learn how to foster teachers' collaborative teaching abilities, and create new forms of collaborative education in digital learning environments. It will be possible to continue to advance and expand the theoretical and practical frontiers of holistic education.

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