

Innovative Development Strategies for Ideological and Political Education in Chinese Applied Undergraduate Universities under the Background of Industry-Education Integration

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Abstract: Applied undergraduate universities are an important component of China's higher education system, aimed at cultivating applied and versatile talents. Their adherence to the integration of industry and education and the coordinated innovation of ideological and political education is not only a strategic choice to respond to the fundamental task of national moral education, but also a key path to solving the talent paradox of "strong skills, weak literacy." This article is based on the current situation of the integration of industry and education and the development of ideological and political education in application-oriented undergraduate universities. It deeply analyzes the collaborative mechanism and practical difficulties between the two in terms of goals, processes, and resources. It innovatively proposes a strategy for the coordinated development of ideological and political education in application-oriented undergraduate universities under the background of industry-education integration, which has important practical significance for achieving the organic unity of the education chain, industry chain, and talent chain of application-oriented universities.

Keywords: Applied undergraduate universities; Integration of industry and education; Ideological and political education; Dual teacher and dual ability

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1. Introduction

Since the 21st century, China has built the largest higher education system in the world. However, with the deepening of the structural contradiction between supply and demand of China's talent market, accelerating the training of application-oriented and compound talents that meet the needs of the Chinese path to modernization is an important choice to deal with the new normal of economic and social development ^[1]. Based on this, the Chinese government has issued a series of policies such as the "National Pilot Implementation Plan for the Integration of Industry and Education" and the "Opinions on Promoting the High Quality Development

of Modern Vocational Education,” aiming to promote the deepening of the school-enterprise collaborative education mechanism. In addition, China actively promotes the transformation of applied universities, continuously deepens the integration of industry and education, and vigorously advocates the comprehensive implementation of ideological and political education in higher education institutions, fully realizing the fundamental task of cultivating morality and talents and the goal of talent cultivation. However, in the above process, there is a certain logical mismatch between traditional ideological and political education and the integration of modern industry and education ^[2]. On the one hand, ideological and political education in higher education institutions is facing a dual dilemma of formalization and marginalization. Adhering to the classroom indoctrination model makes it difficult to guide students to integrate into real production scenarios, leading to an increasingly prominent structural contradiction of “strong skills but weak literacy” among students; On the other hand, most higher education institutions currently focus too much on technical skills training in the process of application-oriented transformation, while neglecting the cultivation of core competencies such as professional spirit and social responsibility ^[3]. How to fully balance the cultivation of moral character under ideological and political education and the ability-based integration of industry and education still needs continuous exploration. This article conducts a special study aimed at providing inspiration and reference for applied undergraduate universities to achieve collaborative innovation and development of ideological and political education under the integration of industry and education.

2. Current situation of the integration of industry and education and the development of ideological and political education in applied undergraduate universities

2.1. Current status of industry-education integration development in applied undergraduate universities

Applied undergraduate universities are an important component of national higher education and even strategic education, with the responsibility and obligation to provide talent demand for regional economic development and intellectual support for technological breakthroughs ^[4]. Based on a profound understanding of the concept of industry-education integration, applied undergraduate universities in various regions are actively carrying out new practices such as school-enterprise cooperation, building on-campus industrial classes, and establishing practical training and internship bases. Some universities are also deepening the practice of industry-education integration by establishing new organizational forms such as industry colleges and engineering colleges in typical industries. The current promotion of industry-education integration in application-oriented undergraduate universities presents the following characteristics: firstly, the policy-driven and top-level leading features are more obvious. The process and coverage effectiveness of the integration of industry and education in universities have strong policy dependence. Although it provides sufficient guarantees for the integration of industry and education, it is, to some extent, not conducive to the formation of endogenous driving forces in relevant universities. Secondly, the school-enterprise cooperation model presents diversified characteristics. Local universities are based on the actual development of regional industries and the organizational layout of enterprises, fully exploring and expanding the scale of school-enterprise cooperation. The integration of industry and education has diverse organizational forms. Some universities have also implemented college-run enterprises and school-enterprise joint construction of physical teaching organizations (such as BYD Industrial College), jointly developing courses, building laboratories, and setting up internship positions. The third is the deep correlation between the integration of industry and education and the level of regional economic

development. There are significant differences in the level, depth, and emphasis on industrial fields in the integration of industry and education in applied universities in economic regions with different gradients, and the regional characteristics are distinct.

2.2. Development status of ideological and political education in applied undergraduate universities

As a specialized platform for cultivating composite and applied talents, applied undergraduate universities have gradually formed a development pattern of ideological and political education with policy strengthening as the leading factor, model innovation as the driving force, and practical exploration as the goal, adhering to the fundamental task of cultivating morality and talents in China in recent years^[5]. Firstly, relevant universities implement a construction mechanism of ideological and political courses and a dual wheel drive of curriculum ideology and politics, taking courses and classrooms as the primary entry point for ideological and political education, and then constructing a teaching syllabus and curriculum system rich in ideological and political connotations, fully following the requirements of the construction of new engineering and humanities, and incorporating the spirit of craftsmanship, professional ethics, etc. into the framework of ideological and political education. Secondly, application-oriented universities combine practical teaching with ideological and political education, setting up ideological and political scenarios for practical education through active participation of college students in corporate internships and industrial projects, emphasizing the educational philosophy of “professional skills & professional ethics & social responsibility.” In addition, some universities focus on collaboration and cooperation between schools, enterprises, and local areas, relying on local characteristic industries to explore the space for ideological and political education linkage from regional development, such as injecting patriotism and grassroots service awareness into students’ career development through rural revitalization, green development, and practicing the “Two Mountains” concept, cultivating national confidence and enthusiasm for participating in local construction.

3. Mechanism of integration of industry and education and collaboration of ideological and political education in applied undergraduate universities

Applied undergraduate universities focus on cultivating practical talents, but as an important component of cultivating Chinese socialist builders, promoting the integration of industry and education and carrying out ideological and political education are not in conflict, and the ultimate goal of synergistic education between the two should be achieved. Essentially, the collaborative education of industry-education integration and ideological and political education is a deep coupling between the education chain and the industry chain in terms of value guidance, resource integration, and process interaction. The two have a profound collaborative development logic in the four dimensions of goals, processes, resources, and evaluation, which is also an important guarantee for their transformation from theoretical collaboration to practical collaboration.

3.1. The synergy of industry-education integration and ideological and political education goals

For application-oriented undergraduate colleges and universities, the ultimate educational goals of industry-education integration and ideological and political education are the same. The two aims to actively cultivate “morality and technology” composite talents for Chinese path to modernization, and achieve the unity of “talent” and “adult,” which is the basic premise and fundamental guarantee for application-oriented undergraduate

colleges and universities to integrate ideological and political education into the process of performing skills development. In the practice of integrating industry and education with the coordinated development of ideological and political education, their respective educational goals will be mapped and transformed into each other, thus achieving the common value goal of “combining morality and technology” as the core.

3.2. The process synergy between industry-education integration and ideological and political education

From the specific process of implementing industry-education integration and ideological and political education in applied undergraduate universities, there is a high degree of interaction and symbiosis between the two in terms of teaching scenarios and faculty matching, ensuring that the two can achieve the penetration of ideological and political values in production practice education through the setting of target integration scenarios and the complementary matching of dual mentor mechanisms, as well as the teaching of professional spirit practice by enterprise mentors and the focus on value theory interpretation by on-campus teachers. In the process of collaboration, the integration of teaching scenarios is mainly achieved through bidirectional reconstruction of curriculum design, that is, the mutual implantation and feedback between ideological and political elements and professional courses. Teacher collaboration relies on the complementary abilities under the dual mentor system to achieve the joint development of industry-education and ideological and political education programs.

3.3. Resource synergy between industry-education integration and ideological and political education

The so-called resource collaboration mainly refers to the gradual formation of a collaborative education ecosystem between applied undergraduate universities and enterprises in the process of practicing the integration of industry and education and ideological and political education. From the perspective of resource connotation and types, it mainly involves enterprise resources and ideological and political resources. Based on the integration of industry and education, ideological and political education is a vivid process in which universities actively promote the ideological and political transformation of enterprise resources and the industrialization of ideological and political resources. The former focuses on incorporating standardized production, standardized management, and responsible business behavior into the ideological and political element system, while the latter transforms craftsmanship, struggle culture, team spirit, and other aspects into enterprise training content and professional practice guidelines.

4. The dilemma of industry-education integration and ideological and political education synergy in applied undergraduate universities

4.1. Misalignment of goals between the integration of industry and education and ideological and political education

The so-called goal misalignment refers to the lack of a high degree of consistency between industrial demand and educational value goals in practice, and the traditional integration of industry and education with ideological and political education still presents a “two-skin” feature. Given the basic positioning of application-oriented undergraduate universities, the skill-oriented education goal is more prominent, and the integration of industry and education overly focuses on the cultivation of “hard skills,” resulting in the ideological and political education goal remaining to a certain extent in form and unable to achieve the concretization of ideological and

political education.

4.2. Separated integration of industry and education and the process of ideological and political education

Some application-oriented undergraduate universities, based on the basic positioning of skill orientation, present a certain dual-track education pattern in implementing the integration of industry and education and ideological and political education. This is manifested in the rigid and mechanical process of curriculum ideological and political education, and the implementation of “label-based” ideological, political, and educational design for various professional courses, without fully embedding industrialization scenarios and professional ethics standards. When promoting the integration of industry and education in teaching, the focus is on developing internship programs that mainly focus on skill development, with insufficient design of application scenarios for ideological and political education.

4.3. Resource imbalance between the integration of industry and education and ideological and political education

The so-called resource imbalance is mainly manifested in the fact that some application-oriented undergraduate universities, in the process of promoting the integration of industry and education and the coordinated development of ideological and political education, have paid attention to the mutual transformation and integration of enterprise resources and ideological and political elements. However, due to the subjective enthusiasm and ability of different entities such as enterprises, schools, students, and third parties, the ability to transform ideological and political resources in the practice of industry-education integration is weak, which restricts the degree of achievement of the goals of industry-education integration and ideological and political education coordination.

5. Innovative development strategies for ideological and political education in applied undergraduate universities

5.1. Anchoring the ideological and political goals of school-enterprise collaboration

Applied undergraduate universities must first clarify the ideological and political goals of school-enterprise collaboration in the process of industry-education integration, fully integrate industry capabilities with the goal of cultivating students’ morality, and actively develop a value realization system with collaborative education as the goal. To this end, relevant universities can establish a special committee for school-enterprise collaborative ideological and political education, with enterprise management personnel, technical backbones, ideological and political teachers, student representatives, third-party representatives, etc. as core members, to approve the school’s ideological and political education goals, supervise the implementation process of collaborative education, dynamically evaluate the effectiveness of education, and continuously promote the integration of industry and education with ideological and political education.

5.2. Building an integrated ideological and political education module for production and education

In order to achieve the integration of industry and education and the deep coupling of ideological and political education, on the one hand, relevant majors in applied undergraduate universities will be restructured, and a three-stage progressive curriculum system will be established based on general ideological and political courses,

with professional ideological and political courses as the core, and school-enterprise jointly built courses as the expansion, to ensure that ideological and political education runs through the entire process of industry capacity cultivation. On the other hand, based on school-enterprise research, we actively develop project-based ideological and political teaching packages suitable for applied undergraduate universities, deeply decompose enterprise cases and industrial projects, clarify the skill tasks and ideological and political core, and carry out integrated teaching with division of labor and emphasis on collaboration.

5.3. Establishing a closed-loop collaborative education evaluation feedback mechanism

In response to the dilemma of the integration of industry and education and the inability to evaluate ideological and political education in application-oriented undergraduate universities, it is suggested to optimize the collaborative education evaluation mechanism and establish a closed-loop collaborative education evaluation feedback mechanism. One is to construct a diversified evaluation matrix, including enterprises, teachers, students, third parties, etc., and integrate theoretical knowledge, professional skills, values, etc., into the evaluation content, scientifically setting different subjects and content weights. Secondly, develop an “industry education & ideological and political” information system to achieve real-time collection and process evaluation of collaborative education data, complete dynamic monitoring, and continuous improvement.

5.4. Constructing a “dual teacher and dual ability” teacher training mechanism

Teachers are the core driving force for implementing the integration of industry and education and the coordinated development of ideological and political education. It is suggested that application-oriented undergraduate universities accelerate the construction of a “dual teacher and dual ability” teacher training mechanism. On the one hand, setting up professional teachers to participate in enterprise “ideological and political research” projects, deeply exploring ideological and political education elements and vivid cases in real industrial scenarios, and guiding the establishment of a case library for the transformation of achievements. On the other hand, hiring enterprise mentors to enter campuses and classrooms, and regularly conducting special training and exchange programs on the “value guidance” of enterprise mentors, to enhance their understanding of the connotation of ideological and political education and strengthen their ability to transmit values in the process of school-enterprise cooperation.

6. Conclusion

Based on the macro background of multiple challenges facing China’s higher education ecosystem, application-oriented undergraduate universities are playing an increasingly important role in the deep promotion of industry-education integration, while also undertaking the mission of cultivating morality and nurturing socialist builders in the era. The integration of industry and education and the coordinated development of ideological and political education still face practical difficulties. It is necessary to accelerate the exploration and innovation of the organic unity of the education chain, industry chain, and talent chain, break down the barriers to their integration and parallel development, and fully leverage and demonstrate the educational advantages of application-oriented undergraduate universities in cultivating both professional skills and pillars of socialist values.

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