

Construction of the Emotional Path for Collaborative Education of Ideological and Political Theory Courses and Curriculum Ideological and Political Education from the Psychological Perspective

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Abstract: Aiming at the problems existing in the collaborative education of ideological and political theory courses and curriculum ideological and political education, such as cognitive bias, emotional alienation, superficial collaboration, and poor transformation of knowledge and practice, this paper constructs an integrated emotional education path of “cognition-emotion-behavior” based on psychological theories including emotional generation mechanism, cognitive schema, empathic response, value internalization and behavioral reinforcement. Taking the course of Ideology, Morality and Rule of Law as the carrier, the path follows the logical progression of emotional awakening, emotional resonance, emotional identification and emotional practice. Meanwhile, it proposes implementation strategies from four dimensions: content integration, subject co-education, field linkage and evaluation support. The research shows that this path can promote the transformation of the two types of courses from “physical superposition” to “chemical integration”, improve the affinity, pertinence and long-term effectiveness of ideological and political education, and provide practical references for the reform of collaborative education in universities.

Keywords: Ideological and Political Theory Courses; Curriculum Ideological and Political Education; Collaborative Education; Emotional Path; Ideology, Morality and Rule of Law

Published: Jun 7, 2026

DOI: <https://doi.org/10.62177/chst.v3i2.1486>

1. Introduction

Under the background of fostering virtue through education, the coordinated development of ideological and political theory courses and curriculum ideological and political education has become the core task of university ideological and political education reform. Ideological and political theory courses focus on explicit spiritual cultivation, while curriculum ideological and political education emphasizes implicit infiltration, and the two jointly construct a “grand ideological and political education” pattern. However, collaborative education practice has long prioritized institutional docking and knowledge indoctrination, while ignoring the pivotal role of emotion in value internalization, resulting in alienation between theory and experience, disconnection between advocacy and experience, and deviation between teaching and behavior, which makes it difficult to realize internalized spiritual cultivation.

Young college students are in a critical period of value shaping, and their attitude formation and behavioral choices are highly dependent on emotional experience. Relevant psychological theories provide a scientific basis for solving the difficulties of “difficult internalization, difficult acceptance and difficult transformation” in ideological and political education. The content of the course Ideology, Morality and Rule of Law is highly consistent with the psychological growth needs of college students, making it an appropriate carrier for the construction of emotional education paths. From a psychological perspective, this paper explores the emotional logic and implementation path of collaborative education, which has important theoretical and practical value.

2. Psychological Foundation and Core Value of Emotional Collaborative Education

The process of college students’ value identification and behavior formation is essentially a psychological construction completed under external educational influences, in which emotion plays a key intermediary and driving role. From the perspective of individual cognitive processing rules, the self-schema theory reveals that students understand and accept external values based on existing experience and cognition, and ideological and political theories can only exert intrinsic influence when deeply integrated with personal experience^[1]. The emotional empathy theory further emphasizes that an inclusive educational environment and teachers’ empathy are the foundation of reducing psychological defense and promoting value identification^[2].

From the stage law of value formation, the theory of value internalization points out that the transformation of social norms and mainstream values from external requirements to individual internal beliefs must go through three progressive stages: compliance, identification and internalization. Emotional experience, situational involvement and practical reinforcement are the key conditions for promoting stage transition. Young students’ value systems are not fully finalized and have strong plasticity. Approaches such as emotional awakening, moral speculation and behavioral confirmation can effectively promote the maturity of their value judgment, stability of ideal beliefs and consciousness of behavioral choices. Positive emotions such as admiration and reverence can also expand cognition and enhance value acceptance and behavioral transformation^[3].

In summary, emotion is not an auxiliary link or decorative means in ideological and political education, but a core element running through the whole process of collaborative education and determining educational effectiveness^[4]. The emotion-based education path can provide internal adhesion for the in-depth collaboration between ideological and political theory courses and curriculum ideological and political education, promoting collaboration from external structural docking to internal psychological resonance. Meanwhile, the emotional path bridges the “last mile” of value guidance, enabling theoretical knowledge to be transformed into inner identity through emotional experience, and further into conscious actions driven by beliefs, realizing the organic unity of “cognition, emotion, will and behavior”. In addition, the emotional path adheres to the student-centered concept, accurately responds to students’ real confusions and growth anxieties, and transforms the “one-way preaching mode” into a “two-way warm communication mode”, which significantly improves the temperature, accuracy and long-term effectiveness of education^[5]. For the course Ideology, Morality and Rule of Law, the emotional path can convert grand narratives into perceptible and understandable growth power for individuals, realizing the synergistic enhancement of ideological and political goals and psychological growth.

3. Emotional Dilemmas and Structural Causes of Collaborative Practice

The structural lack of emotional dimension in the collaborative process of ideological and political theory courses and curriculum ideological and political education has become a prominent problem restricting the improvement of education quality. At the teaching supply level, teaching activities mainly focus on knowledge explanation and theoretical interpretation, while emotional awakening and value reflection are weakened, leading to value guidance characterized by “sufficient height but insufficient temperature, complete theory but lack of resonance”, which fails to form in-depth emotional identification among students. At the education field level, there is an obvious divergence in the atmosphere orientation between ideological and political classrooms and professional classrooms: ideological and political classrooms emphasize standardization and preciseness, while professional classrooms focus on rational logic, resulting in insufficient supply of psychological safety and emotional support. Students’ cross-curricular emotional experience cannot be continuously accumulated and

sublimated into stable beliefs. At the educational subject level, teachers generally lack awareness and ability of emotional education, and fail to form a joint force of collaborative emotional education between ideological and political teachers and professional teachers^[6]. At the evaluation system level, traditional evaluation overemphasizes knowledge memorization and summative assessment, lacking scientific measurement and feedback for key dimensions such as emotional resonance, value identification and behavior transformation, making it impossible to effectively test and motivate the effectiveness of emotional education.

The emergence of the above problems stems from multiple structural constraints. For a long time, collaborative education practice has been influenced by the rationalist cognitive paradigm, which simplifies ideological and political education into the transmission of theoretical systems and the construction of cognitive structures. The pivotal role of emotion in value internalization has not been fully valued, resulting in the long-term absence of emotional education in top-level design and teaching arrangement. Teachers generally lack systematic psychological literacy training, making it difficult to naturally integrate emotional triggering, empathic guidance and value infiltration into the teaching process, leading to rigid and superficial emotional education. The organization of curriculum content takes theoretical logic as the main line, failing to reconstruct content based on college students' emotional needs and growth problems. There is an obvious gap between grand narratives and individual experience, as well as between theoretical expressions and youth discourse, which cannot touch students' inner confusions. The collaborative mechanism construction only stays at the explicit level of teaching and research linkage and collective lesson preparation, lacking institutional arrangements for the collaboration of emotional goals, materials, teaching rhythms and evaluation, resulting in fragmented and random emotional education that cannot form a stable and long-term operational pattern^[7].

4. Systematic Construction of the Integrated “Cognition-Emotion-Behavior” Path

Supported by psychological principles and taking the course Ideology, Morality and Rule of Law as the carrier, the collaborative education emotional path operates in a progressive and closed-loop manner following the stages of emotional awakening, emotional resonance, emotional identification and emotional practice, forming an integrated “cognition-emotion-behavior” system.

4.1 Emotional Awakening: Unblocking Cognitive Channels through Self-correlation

As the logical starting point of the path, emotional awakening aims to eliminate students' sense of alienation and make them perceive the close correlation between ideological and political education and self-growth. Based on the self-schema theory, teaching starts from students' identity labels, life experience and real confusions, transforming abstract theories into perceptible and reflective self-related problems. In the special topics of outlook on life and life value, teachers can carry out activities such as “who am I” self-exploration, anonymous collection of life confusions and personal value ranking, guiding students to face their own confusion before connecting with the theory of life value. In the special topic of ideal and belief, teachers organize sharing sessions on “personal ideals and practical dilemmas” to root lofty ideals in academic planning and career choices. In the special topic of legal awareness, teaching starts from typical campus cases such as campus loans, network infringement and exam cheating, enabling students to intuitively perceive the close connection between the rule of law and their own rights and interests. Ideological and political theory courses provide value orientation and theoretical framework, while curriculum ideological and political education provides professional scenarios and career missions. For example, engineering majors are integrated with engineers' missions, medical majors with doctors' responsibilities, and normal majors with educational obligations. This helps students establish an internal connection between professional learning and value pursuit, jointly awaken students' willingness to take the initiative to accept ideological and political education, and lay a psychological foundation for in-depth collaboration.

4.2 Emotional Resonance: Building a Safe Field through Empathetic Experience

As a key link in value infiltration, emotional resonance focuses on establishing a respectful, inclusive and non-judgmental psychological contract to stimulate students' real emotional investment. With the help of empathy theory and positive psychology concepts, teachers transform from authoritative lecturers to companions, listeners and guides, reducing students' psychological defense through empathic response and unconditional acceptance^[2]. In the special topic of Chinese spirit,

teachers can play video stories about poverty alleviation, aerospace dedication and anti-epidemic efforts, and carry out emotional sharing activities of “models and me” to guide students to understand patriotism and youth responsibility. In the special topic of socialist core values, situational experience sessions focusing on friendliness, integrity and dedication are set up to discuss real scenarios in campus life, network communication and public life. In the special topic of socialist morality, in-depth dialogues are carried out on campus civilization, network words and deeds and public order, encouraging students to express their real thoughts and inner struggles. Ideological and political theory courses and curriculum ideological and political education resonate in emotional rhythm. For instance, ideological courses interpret patriotism, while professional courses continue the emotional atmosphere through industry models and professional dedication stories, jointly building a warm and safe classroom ecosystem and promoting the transformation of instantaneous emotional experience into stable emotional attitudes.

4.3 Emotional Identification: Promoting Belief Sublimation through Value Internalization

As the core stage of collaborative education, emotional identification emphasizes that external value concepts are transformed into stable internal beliefs through students’ independent thinking and rational confirmation. Based on the three-stage value internalization theory, teaching reduces forced indoctrination and increases activities such as moral dilemma speculation, value comparison and reflection, rule co-creation discussion and legal case analysis^[3]. In moral special topics, moral dilemma scenarios such as “the boundary of network speech”, “the dilemma of helping others” and “workplace integrity choices” are designed to enable students to conduct independent analysis and full debate, forming stable moral judgment in ideological collision. In legal special topics, simulated classrooms, class rule co-creation and typical case review are organized to help students understand that the spirit of the rule of law is not an external constraint, but the foundation of right protection and order maintenance. In the special topics of ideal belief and Chinese spirit, thematic seminars on “integrating personal ideals into national development” are held to guide students to combine individual development with national progress. Ideological and political theory courses provide theoretical judgment standards and value positions, while curriculum ideological and political education provides professional ethics, industry norms, professional responsibilities and practical criteria. Specifically, finance majors strengthen integrity and law-abiding awareness, art majors enhance cultural confidence and social responsibility, and law majors consolidate the belief in the rule of law and fairness and justice. The collaboration of the two types of courses promotes the systematization, stabilization and consciousness of value beliefs, realizing the qualitative change from passive acceptance to active identification.

4.4 Emotional Practice: Achieving Integration of Knowledge and Action through Behavioral Reinforcement

As the ultimate goal of the path, emotional practice refers to transforming inner identity into practical actions and solidifying them into stable habits. Based on behavioral reinforcement theory and self-efficacy theory, diversified practical activities including ideal life planning writing, moral practice punching, legal volunteer service, social research and professional dedication practice are provided to offer students operable opportunities with positive feedback. In the teaching of Ideology, Morality and Rule of Law, teachers can assign tasks such as “ideal planning books”, “moral micro-practice” and “legal volunteer activities”, and organize practical activities including volunteer services, social research, red study tours and professional public welfare practices. Ideological and political theory courses provide behavioral directions, while curriculum ideological and political education provides professional practice carriers. Liberal arts majors carry out cultural publicity and social services, science majors conduct popular science volunteer services, engineering majors provide community technical support, and medical majors carry out health education and free clinics. This forms a complete behavioral chain of “classroom emotional perception - campus practice experience - social service dedication”. Students gain a sense of achievement and meaning in practice, strengthen self-efficacy through positive feedback, continuously consolidate value beliefs, and realize the long-term transformation from value identification to behavioral habits, ultimately achieving the educational goal of integrating knowledge and action.

5. Supporting System and Strategies for the Implementation of the Emotional Path

5.1 Content Integration: Reconstructing the Curriculum System with Dual Focuses on Problems and Emotions

Break the barriers of textbook chapters, set thematic modules around college students' growth confusions, embed key emotional growth points including self-cognition, emotion management, ideal establishment, moral judgment, rule reverence and career planning into each special topic of Ideology, Morality and Rule of Law, and accurately connect with curriculum ideological and political elements such as scientific spirit, craftsmanship spirit, professional ethics and humanistic care in professional courses, so as to build a cross-curriculum and systematic emotional education material library. Promote the transformation of grand narratives into youth discourse, theoretical expressions into daily expressions, and abstract viewpoints into situational stories. Integrate career adaptability education into the outlook on life topic, goal management and psychological resilience training into the ideal and belief topic, emotion regulation and prosocial behavior cultivation into the moral topic, and rule awareness and right awareness education into the rule of law topic. Ensure that theoretical teaching, knowledge explanation and emotional experience progress in the same direction and resonate at the same frequency, enabling students to understand theories and recognize values through emotional involvement.

5.2 Subject Co-education: Building a Teacher Community for Emotional Collaboration

Taking the interdisciplinary teaching and research community as the organizational carrier, carry out special training for ideological and political teachers and professional teachers in empathic communication, emotional awakening design, psychological field creation and value guidance expression, so as to improve teachers' awareness and practical ability of emotional education^[6]. Establish a dual-teacher collaborative lesson preparation mechanism, in which ideological and political teachers and professional teachers jointly analyze students' confusion, design emotional teaching activities and formulate emotional feedback key points, realizing the coordination and unification of teaching objectives, activity rhythms and value orientation. Encourage teachers to appropriately open up themselves and express sincerely in teaching, infect students with personal charm, and form an all-staff, whole-process and all-round emotional education pattern, turning emotional education from "individual actions" to "collective consciousness". Meanwhile, incorporate emotional education ability into teachers' teaching assessment and teaching research evaluation, prompting teachers to consistently implement emotional infiltration throughout the teaching process.

5.3 Field Linkage: Building a Full-scene Emotional Infiltration Ecosystem

Integrate four major fields including classroom teaching, campus culture, social practice and digital space to build a continuously supportive and seamless emotional infiltration ecosystem. The classroom field focuses on psychological safety and inclusive interaction, respects differences, encourages expression and avoids judgment, and adopts case teaching, group discussion and experiential learning to improve students' emotional involvement. The campus field emphasizes cultural infiltration and model guidance, strengthens positive emotions through thematic education, typical publicity, peer mutual assistance and community activities, and creates a positive educational atmosphere. The practice field focuses on experience confirmation and behavioral reinforcement, consolidates emotional identification through red education, volunteer services, professional internships and social research, and deepens students' value perception in real scenarios. The digital field highlights accurate push and personalized companionship, and continuously strengthens emotional experience through online reflection, growth punching, interactive communication and resource push. Through multi-field collaborative linkage, emotional awakening, resonance, identification and practice run through the whole process of students' study and life, forming an all-weather and all-round emotional nourishment environment.

5.4 Evaluation Support: Establishing an Emotion-oriented Diversified Evaluation System

Reform the single knowledge assessment model, construct a comprehensive evaluation system covering cognitive mastery, emotional experience, value identification and behavioral performance, increase the weight of process evaluation, and incorporate classroom engagement, depth of emotional reflection, activity participation quality, practical performance and behavioral changes into the evaluation scope. Scientifically introduce psychological scales, qualitative text analysis, growth portfolio and behavioral observation records to track and measure the intensity of emotional resonance, the degree of value identification and the stability of beliefs^[3]. Establish a cross-curriculum data sharing mechanism for ideological and

political theory courses and curriculum ideological and political education, realize continuous tracking, accurate portrait and personalized feedback of students' growth, and apply evaluation results to optimize teaching schemes, improve education strategies and guide students' growth, forming a benign closed loop of "evaluation-feedback-improvement-promotion". Scientific evaluation promotes the efficient closed-loop operation of emotional education, and truly realizes education promotion through evaluation, integration promotion through evaluation and growth promotion through evaluation.

6. Conclusion

From the psychological perspective, the essence of collaborative education of ideological and political theory courses and curriculum ideological and political education is the internal coordination of emotion, value and belief. The education path taking emotional awakening as the starting point, emotional resonance as the link, emotional identification as the core and emotional practice as the goal follows the laws of youth students' psychological development and the inherent laws of ideological and political education. It effectively solves the prominent problems of emphasizing rationality over emotion and knowledge over practice in traditional collaborative education, and promotes the transformation of the two types of courses from "physical superposition" to "chemical integration".

The emotional path based on the course Ideology, Morality and Rule of Law fits the growth needs of college students and conforms to the innovation direction of ideological and political education in the new era, which can significantly improve educational effectiveness. Universities should further strengthen psychological support, promote the institutionalization, precision, normalization and full-scene development of the emotional path, improve the supporting systems of content integration, subject co-education, field linkage and evaluation support, make value guidance more warm, theoretical teaching more in-depth and practice cultivation more powerful, and provide solid support for cultivating new-era talents who take on the great responsibility of national rejuvenation.

Funding

2024 Wuhan Polytechnic University Teaching Research Project "Research on Collaborative Education of Teaching Community of Ideological and Political Theory Courses and Curriculum Ideological and Political Education" (XJ2024002).

Conflict of Interests

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

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