

Research on Innovative Path of Ideological and Political Education in College Wushu Courses Based on the Concept of Moral Education

XueFei Shi¹, LingYu Guo^{1*}, Yan Pan²

¹*School of Physical Education, Shanxi University, Taiyuan, Shanxi, China*

²*Ningxia Vocational College of Art, Yinchuan, Ningxia, China*

**Corresponding Author*

Abstract: As a vital carrier of China's traditional culture, martial arts in higher education not only serve as an effective means to enhance students' physical fitness and cultivate mental resilience, but also act as a crucial platform for preserving cultural heritage and boosting national pride. Grounded in the educational philosophy of "moral education through talent cultivation," this study analyzes the necessity of integrating ideological and political education into martial arts curricula. It highlights the unique advantages of martial arts courses in fulfilling moral education objectives, promoting traditional cultural values, and enriching university moral education programs. By aligning with contemporary educational reforms and current academic practices, the research systematically explores implementation pathways through student profiling, instructional objectives, pedagogical design, teaching methodologies, and learning strategies. Findings demonstrate that martial arts courses achieve comprehensive student development through multidimensional integration of knowledge transmission, skill acquisition, and character building. Innovative teaching approaches and vibrant campus cultural activities further strengthen students' cultural identity and ethnic pride. The study concludes with recommendations including curriculum enhancement, faculty development, evaluation system optimization, and social collaboration, providing theoretical foundations and practical references for advancing martial arts education in higher institutions.

Keywords: Martial Arts Curriculum; Ideological and Political Education in Courses; Traditional Culture; Teaching Innovation

1. Introduction

As a vital carrier of China's excellent traditional culture, martial arts serve not only as a core component of the nation's sports endeavors but also as a significant avenue for preserving national spirit and promoting traditional heritage. In recent years, with the deepening of educational reforms, fostering virtue and nurturing talent—fundamental to modern higher education—has become the central objective of curriculum innovation. The report to the 20th National Congress of the (C_P) of China explicitly states: "Cultivating socialist builders and successors with all-round development in moral, intellectual, physical, aesthetic, and labor education constitutes a crucial mission entrusted to education by the Party and the state in the new era." The "Opinions on Comprehensively Deepening Teacher Team Reform in the New Era" further emphasizes prioritizing moral education, integrating ideological and political education throughout all curriculum processes to support the cultivation of well-rounded talents. Against this policy backdrop, incorporating ideological education into university curricula—particularly martial arts courses with cultural depth and practical value—has emerged as a key strategy for achieving moral education goals. However, the ideological-political education function in current martial arts courses remains underutilized. On one hand, some programs still focus primarily on skill training while neglecting cultural preservation and moral cultivation. On the other hand, traditional teaching methods fail to effectively engage students, and many university curricula lack systematic integration of martial arts culture and practical applications, making it challenging to achieve dual objectives of cultural identity and ideological education. Therefore, exploring innovative approaches to

ideological-political education in university martial arts courses based on the virtue-oriented philosophy is not only crucial for addressing current challenges but also a vital tool for advancing curriculum-based ideological education and preserving China's outstanding traditional culture.

This study starts from the concept of fostering virtue and nurturing talents, combining the "Overall Plan for Deepening Educational Evaluation Reform in the New Era", the "Healthy China 2030 Plan Outline", and relevant policy documents from the Ministry of Education. It systematically explores the necessity of ideological and political innovation in university martial arts courses, learning characteristics, teaching objectives, teaching design, and teaching methods, proposing scientifically feasible innovative approaches to provide theoretical basis and practical references for the reform of university martial arts courses and the inheritance of Chinese culture.

2. The Necessity of Ideological and Political Innovation in University Martial Arts Courses Based on the Concept of Moral Education and Talent Cultivation

2.1 Implementing the Mission of Moral Education and Talent Cultivation

2.1.1 Enhancing the comprehensiveness of university education systems

As a crucial platform for cultivating builders and successors of the socialist cause, higher education must prioritize moral education and talent development as its fundamental mission, driving comprehensive upgrades to educational systems. The report to the 19th National Congress of the (C_P) of China explicitly stated: "We must accelerate educational modernization and build a strong educational nation." President (X_JP) emphasized at the National Conference on Ideological and Political Work in Higher Education: "Universities should consistently prioritize moral education as the central focus, with all disciplines fulfilling their respective responsibilities." The "Opinions on Deepening Educational Reform and Comprehensively Improving Compulsory Education Quality" issued by the (C-P-C) Central Committee and the State Council clearly requires balanced development of moral, intellectual, physical, aesthetic, and labor education to achieve holistic quality education. This policy orientation has

prompted universities to implement comprehensive reforms in curriculum design, teaching methods, and evaluation systems to optimize educational frameworks. In practice, institutions should adopt a health-first educational philosophy, fostering students' interest in sports through knowledge acquisition, skill development, and experiential participation while enhancing physical fitness, personality cultivation, and willpower ^[1]. Universities should also establish integrated curriculum systems, leverage multimedia and digital technologies, stay attuned to contemporary student trends, and provide diverse course resources to meet personalized learning needs.

2.1.2 Establishing an Educational Model for Holistic Development in Moral, Intellectual, Physical, Aesthetic, and Labor Education

The core of educational reform in the new era is to promote the all-round development of students in moral, intellectual, physical, aesthetic, and labor education. Martial arts courses, with their distinctive feature of integrating literary and martial arts, provide a practical path to achieve this goal. General Secretary (X_JP) has repeatedly emphasized: "The essence of education is to cultivate individuals, who should develop comprehensively in moral, intellectual, physical, aesthetic, and labor aspects." The national "Healthy China 2030 Plan Outline" points out the need to strengthen physical education courses, enhance students' physical fitness, and integrate cultural and moral education content to achieve holistic physical and mental development. Martial arts courses not only focus on improving physical fitness but also cultivate students' moral awareness through martial arts culture, martial virtue education, and etiquette training. For example, Shanghai Jiao Tong University has launched integrated martial arts and cultural courses, combining physical training with cultural knowledge to guide students in integrating physical exercise with cultural identity. Additionally, martial arts competitions are organized to enhance students' teamwork and rule awareness. In terms of moral education, universities should adhere to the guidance of socialist core values, implement quality improvement projects for ideological and political education, and promote the integration of the Party's theoretical innovations into textbooks, classrooms, and students' minds, helping them establish lofty communist ideals and the common ideal of (SWCC). Regarding

intellectual education, universities should improve educational standards, resolutely prevent excessive academic burdens on students, and focus on fostering their innovative awareness and capabilities. For aesthetic education, universities should strengthen aesthetic cultivation, implement school aesthetic education enhancement initiatives, and elevate students' aesthetic literacy and creativity. In terms of labor education, universities should actively organize off-campus labor practices and community volunteer services, establish a number of labor education pilot zones, and cultivate students' labor concepts and skills^[2].

2.1.3 Leveraging the Comprehensive Educational Function of Martial Arts Courses

As a treasure of China's traditional culture, martial arts not only possess the function of strengthening the body but also embody profound moral concepts and aesthetic values. Therefore, in the educational system of universities, martial arts courses can play a unique comprehensive educational role. Martial arts training can enhance students' physical fitness and improve various physiological functions and athletic abilities. Through long-term practice of traditional martial arts, students can effectively strengthen their physique and prevent and treat various common and chronic diseases. Martial arts training can cultivate students' psychological qualities, such as confidence, self-control, self-esteem, and self-discipline, which not only influence students' emotions and attitudes but also their thinking and behavior. Martial arts also emphasizes "internal and external cultivation," focusing on regulating internal qi, blood, spirit, and emotions to achieve a balanced and harmonious state, which is of great significance to students' mental health. In terms of moral quality cultivation, martial arts courses can provide moral education to students through mentorship relationships, school discipline, and martial arts etiquette. Traditional martial arts emphasize "cultivating virtue before practicing martial arts," meaning that before learning combat skills, one must first study moral norms, correct the motivation for martial arts practice, and establish correct values. This concept aligns closely with the fundamental task of fostering virtue and nurturing talent.

2.2 Promoting Excellent Traditional Culture

2.2.1 Disseminating the Essence of Chinese Culture through Martial Arts as a Medium

Chinese martial arts, as a vital component of traditional Chinese culture, embody profound philosophical ideas, moral principles, and spiritual aspirations, representing the essence of Chinese civilization. President (X_JP) emphasized: "China's outstanding traditional culture is the root and soul of our nation." In university martial arts programs, instructors should convey these cultural values through teaching methods, enabling students to understand the cultural significance behind martial arts techniques. Martial arts transcend physical skill training—they integrate philosophical concepts from Taoism, Confucianism, and Buddhism, reflecting principles such as yin-yang balance, harmony between movement and stillness, and the interplay of strength and flexibility. Through learning and practicing martial arts, individuals can gain deeper insights into the core of Chinese culture and experience its unique charm^[3]. As a dynamic educational tool, martial arts can showcase the diversity and inclusiveness of Chinese culture to global audiences through performances and academic exchanges. Moreover, when combined with other art forms like dance, music, and theater, martial arts collectively demonstrate the profound depth and richness of Chinese cultural heritage.

2.2.2 Strengthening Cultural Identity and National Confidence

Wushu courses serve as a vital pathway to strengthen students' cultural identity and national confidence. As a treasure of Chinese civilization, wushu embodies the wisdom and collective efforts of generations of Chinese people throughout its development. Through wushu education, students can gain firsthand experience of China's outstanding traditions and spiritual strength, thereby enhancing their national pride and cultural confidence^[4]. For instance, teaching activities that recount patriotic stories of national heroes like Huo Yuanjia and Wong Fei-hung, combined with field trips to traditional wushu training sites, enable students to not only master martial arts techniques but also deeply appreciate the sacrifices made by the Chinese nation in safeguarding national dignity and achieving national rejuvenation.

2.2.3 Building a Campus Cultural Atmosphere Centered on Martial Arts Culture

Campus culture epitomizes a school's spiritual ethos and value orientation. Promoting traditional Chinese culture requires not only

classroom instruction but also campus-wide initiatives centered around martial arts, fostering a rich cultural environment that allows students to absorb Chinese cultural values through immersive experiences. Martial arts culture can be effectively promoted through events such as campus competitions, festivals, and cultural performances. Taking Beijing Sport University as an example, its annual "Chinese Martial Arts Culture Festival" features activities including martial arts routine demonstrations, cultural knowledge contests, and exhibitions of traditional attire. These programs enrich students' extracurricular lives while showcasing the profound essence of martial arts through diverse formats, enabling participants to intuitively appreciate Chinese cultural charm. The university has established a martial arts cultural corridor displaying historical records, iconic figures, and core principles through visual exhibits, texts, and artifacts. This integrated approach combining educational value, entertainment, and knowledge dissemination significantly enhances the reach and impact of martial arts culture on campus. Through these initiatives, schools have evolved from mere knowledge hubs into vibrant centers for preserving and transmitting traditional cultural heritage.

2.3 Supplementary Moral Education Content in Higher Education Institutions

2.3.1 Addressing the Homogenization Issue in Traditional Ideological and Political Courses

Traditional ideological and political education courses often focus on theoretical knowledge transmission, overemphasizing abstract political concepts and moral dogmas while lacking practical relevance and connection to students' daily lives. Current university ideological education programs exhibit certain homogeneity in both format and content, failing to comprehensively meet students' diverse developmental needs, which urgently requires innovation and optimization in curriculum design and teaching methods. As a comprehensive discipline integrating ideological education, physical fitness training, and cultural heritage preservation, martial arts courses can effectively address the homogeneity issues in traditional ideological education. By deeply integrating martial arts instruction with ideological education, we can overcome the "emptiness" characteristic of conventional

ideological courses, embedding political education into students' daily learning experiences and behavioral norms. In martial arts classrooms, instructors not only teach technical skills but also explain martial arts ethos (such as loyalty, courage, and responsibility) and moral values from Chinese traditional culture (including benevolence, righteousness, propriety, wisdom, and trustworthiness). This approach fosters students' patriotism, collectivist spirit, and social responsibility. These practices demonstrate how martial arts courses provide rich emotional carriers and practical scenarios for ideological education, effectively compensating for the theoretical gaps and homogeneity inherent in traditional ideological programs.

2.3.2 Incorporate more practical and cultural teaching content

To further enhance the effectiveness of moral education in higher education institutions, it is essential to integrate more practical and culturally rich teaching content into the educational system. Through systematic martial arts training, students can personally experience the profound heritage and extensive depth of Chinese martial arts, thereby gaining a deeper understanding of its historical development, school-specific characteristics, and rich cultural connotations. This immersive learning experience not only helps improve students' physical fitness and mental resilience but also enables them to profoundly comprehend and inherit the essence of traditional Chinese culture through practical application. Additionally, we should actively explore deep integration between martial arts courses and diverse fields such as campus culture and social practices. Organizing diverse martial arts cultural activities—including regular martial arts festivals featuring knowledge competitions, performance demonstrations, and expert lectures—can create a relaxed and engaging platform for student learning and exchange [5]. Such initiatives will also contribute to preserving and promoting martial arts culture, allowing this traditional cultural treasure to shine with renewed brilliance in the new era.

2.3.3 Enriching the Diversity of Moral Education Forms in Higher Education Institutions

The diversified approaches to moral education in higher education institutions serve as crucial measures to meet contemporary students' multifaceted needs. To better achieve the goal of

cultivating virtue and nurturing talents, universities should transcend traditional classroom limitations when designing moral education formats, emphasizing innovation and interaction while leveraging modern technological tools and social resources to create multidimensional educational environments. Institutions can explore interdisciplinary integration in moral education by combining martial arts courses with disciplines such as literature, art, and philosophy, developing cross-disciplinary teaching programs like comprehensive courses themed "Martial Arts Culture and the Beauty of Poetry." This approach enables students to appreciate the artistic charm and philosophical depth of martial arts culture from multiple perspectives, broadening their knowledge horizons while enhancing course appeal and educational outcomes [6]. Universities may also collaborate with social organizations to establish martial arts culture dissemination platforms, partnering with local martial arts associations and intangible cultural heritage protection units to organize cultural exchange activities, competition observations, or public outreach initiatives. Such collaborations deepen students' understanding and identification with martial arts culture, expanding the reach of moral education while strengthening practical social skills and cultural heritage awareness. Finally, adopting a student-centered moral education philosophy through research-based learning or project-based activities encourages students to independently design and implement projects. For instance, students may conduct research on technical characteristics, historical development, or cultural significance of specific martial arts schools, presenting their findings through academic papers, video documentation, or live demonstrations.

3. Innovative Approaches to Ideological and Political Education in University Martial Arts Courses Based on the Concept of Moral Education and Talent Cultivation

3.1 Learning Situation Analysis

Through long-term teaching practice, it has been observed that college students exhibit distinct learning characteristics. Most students possess clear academic goals and prioritize academic performance and career development, yet demonstrate relatively weak learning abilities,

particularly in depth and breadth of theoretical knowledge acquisition. Meanwhile, students demonstrate strong practical skills, showing high engagement and interest in hands-on courses. Significant disparities exist in learning self-discipline and professional identity: some students efficiently follow teaching plans and master knowledge effectively, while others exhibit disinterest in specialized courses due to lack of motivation or interest. Certain students still perceive martial arts courses as traditional skill training, lacking deeper understanding of their cultural significance and educational value. Therefore, martial arts curriculum design should fully consider students' interests and learning patterns, employing personalized and diversified teaching methods to ignite enthusiasm, enhance course appeal, and improve educational effectiveness.

3.2 Teaching Objectives

In today's higher education environment, college students exhibit distinctive learning characteristics. They generally possess clear career planning awareness and strive to gain competitive advantages in future workplaces through specialized studies. However, some students demonstrate insufficient integration of theoretical knowledge with practical application. While demonstrating strong hands-on skills, they still require improvement in systematically mastering theoretical concepts. Additionally, students exhibit varying levels of self-discipline, diverse interests, and significant differences in recognition and engagement with martial arts disciplines. Therefore, teaching designs must fully consider these characteristics by adopting differentiated instructional strategies to stimulate learning interest and enhance academic motivation.

3.3 Instructional Design

Guided by the principle of cultivating virtue through education, the ideological and political education objectives in university martial arts curricula should encompass three dimensions: knowledge, skills, and character development. At the knowledge level, educators should not only impart fundamental theories and technical skills of martial arts but also delve into its ideological elements to deepen students' understanding and appreciation of martial arts culture. Regarding practical competencies, emphasis should be placed on developing

students' abilities in martial arts instruction, competition organization, officiating, as well as critical thinking, problem-solving, and innovation capabilities. In terms of character development, martial arts education should foster moral values such as respect for teachers, patriotism, perseverance, and adherence to etiquette and integrity. This approach aims to inspire national pride and cultural confidence while guiding students in establishing sound worldviews, life philosophies, and value systems.

3.4 Teaching Approach

3.4.1 Integration of Knowledge Transmission and Ideological and Political Elements

Martial arts curricula should systematically teach foundational theories, technical knowledge, and cultural contexts, including historical origins, school characteristics, basic movements, and offensive-defense techniques. This ensures students acquire solid professional expertise while exploring ideological and political elements within martial arts—such as martial spirit, etiquette, and ethical values—integrated into teaching content. Such integration enhances students' understanding and appreciation of martial arts culture, guiding them to comprehend the profound cultural significance and moral education embedded in these practices.

3.4.2 Skill Development and Enhancement of Practical Competence

College martial arts programs should prioritize enhancing students' practical skills, helping them transform theoretical knowledge into real-world application capabilities. Through scientifically designed teaching approaches, students can consolidate and deepen their learning through diverse practical activities, thereby improving their martial arts proficiency. Systematic skill training during instruction enables students to master standardized movement techniques and refine their technical execution, gradually enhancing movement fluidity and accuracy. Schools should organize various martial arts competitions to encourage active participation, allowing students to experience competitive environments while developing adaptability and mental resilience. By serving as referees, students can learn event regulations and principles of fair judging, further strengthening their comprehensive understanding of martial arts sports^[7].

3.4.3 Moral Character Building and Values Guidance

Wushu education cultivates students' moral integrity and personal charisma, embodying core values such as respect for teachers, patriotism, perseverance, and adherence to etiquette and trustworthiness—essential principles promoted by Wushu culture. During instruction, teachers should lead by example through sharing biographies of renowned martial artists and analyzing ethical dilemmas in competitions, guiding students to reflect on and practice these virtues while connecting them with current social issues. This approach encourages students to engage with national affairs and societal development, fostering their sense of social responsibility and mission. By igniting national pride and cultural confidence, educators help students establish sound worldviews, life philosophies, and value systems.

3.5 Teaching Methods

3.5.1 Deep Integration of Information Technology and Curriculum Teaching

In the information age, leveraging modern information technology has become a key trend in educational reform. Integrating IT into martial arts curricula helps overcome limitations of traditional rote teaching methods while enhancing students' self-directed learning capabilities. For instance, educators can adopt micro-lecture formats by breaking down key martial arts concepts into concise video modules under 10 minutes each, enabling efficient knowledge acquisition during fragmented learning periods. Teachers may also utilize online platforms and social media tools (such as WeChat groups and learning apps) to share cultural insights related to martial etiquette and ethics, along with instructional video demonstrations of martial arts techniques. This approach not only transforms students from passive learners into active explorers but also improves their information gathering, processing, and analysis skills. Such integration significantly fosters innovative thinking and self-awareness, ultimately elevating overall teaching effectiveness and educational quality.

3.5.2 Interactive and Situational Teaching

Interactive teaching serves as a vital approach to enhance student engagement in classrooms. Educators can implement group exercises and role-playing activities to foster collaborative learning. When teaching martial arts etiquette, students can simulate master-apprentice relationships or martial arts competitions,

thereby experiencing the cultural principles of discipline and ceremonial etiquette inherent in traditional martial arts. Contextualized teaching employs realistic scenarios to create immersive learning experiences. By organizing simulated martial arts tournaments or demonstration events, instructors enable students to appreciate the dual appeal of technical skills and cultural heritage through authentic settings. This methodology effectively stimulates learning motivation while strengthening students' sense of participation and identification with martial arts education.

3.5.3 Multidimensional Evaluation and Feedback Mechanism

The optimization of teaching methods relies on scientific evaluation and feedback mechanisms. Teachers can conduct comprehensive assessments of students through multiple dimensions such as classroom performance, practical activities, and competition outcomes, focusing not only on skill proficiency but also on their understanding and internalization of martial arts culture. Regular feedback sessions should be organized to allow students to share learning experiences and suggestions, thereby continuously improving teaching approaches and enhancing course quality.

4. Conclusions and suggestions

4.1 Conclusions

4.1.1 Significant achievements in the deep integration of the virtue-oriented education philosophy with ideological and political education in martial arts courses

Through innovative ideological and political education practices in university martial arts courses rooted in the concept of cultivating virtue through education, martial arts programs have evolved beyond being mere vehicles for skill transmission. They now serve as effective platforms for nurturing students' moral character, enhancing cultural literacy, and guiding value systems. During their martial arts training, students not only master technical skills but also absorb the essence of China's outstanding traditional culture through subtle immersion, thereby strengthening their national pride and cultural confidence.

4.1.2 Comprehensive quality of students has been significantly improved

The innovative implementation of ideological and political education in martial arts courses emphasizes students' holistic development. By

integrating knowledge transmission, skill cultivation, and moral character building, students have achieved significant improvements in physical fitness, psychological resilience, cultural literacy, and ethical standards. Through practical training, they have honed teamwork skills, organizational coordination abilities, and innovative thinking capabilities, laying a solid foundation for their future career development.

4.1.3 Diversification of teaching methods to stimulate student interest

Through innovative teaching approaches such as deep integration of information technology with curriculum instruction, interactive and contextualized teaching methods, as well as multidimensional evaluation and feedback mechanisms, students' learning interest and engagement have significantly improved. These pedagogical strategies not only enhance students' self-directed learning capabilities but also strengthen their skills in information collection, processing, and analysis, thereby promoting their holistic development.

4.1.4 The campus culture is rich in atmosphere, with traditional culture being preserved and passed down

The implementation of martial arts courses not only enriches campus cultural life but also promotes the inheritance and development of China's excellent traditional culture. Through activities such as martial arts cultural festivals and competitions, students gain a more direct experience of the charm of Chinese culture during participation and observation, thereby enhancing their cultural identity and national confidence.

4.2 suggestions

4.2.1 Continuously Deepening the Ideological and Political Education Content Construction in Wushu Courses

Higher education institutions should continue to explore the ideological and political elements inherent in martial arts, integrating martial arts spirit, etiquette, and ethics into teaching content to enhance students' understanding and recognition of martial arts culture. Simultaneously, by incorporating current affairs and social hot topics, they should guide students to pay attention to national affairs and social development, thereby cultivating their sense of social responsibility and mission.

4.2.2 Strengthening Faculty Development and Enhancing Teaching Quality

Higher education institutions should intensify training programs for instructors of ideological and political education in martial arts courses to enhance their professional competence and teaching proficiency. By organizing training sessions, academic exchanges, and seminars, educators can continuously update their pedagogical concepts and methodologies to improve teaching outcomes. Furthermore, active participation in research and practical activities related to ideological and political education in martial arts courses should be encouraged to drive innovation and development in this field.

4.2.3 Improve evaluation and feedback mechanisms to promote continuous improvement

Higher education institutions should establish scientific evaluation and feedback mechanisms to conduct comprehensive assessments of students through multiple dimensions such as classroom performance, practical activities, and competition outcomes. Regular feedback sessions should be organized to facilitate students' sharing of learning experiences and suggestions, thereby continuously improving teaching methods and enhancing course quality. Additionally, third-party evaluation agencies can be engaged to objectively assess the implementation effectiveness of ideological and political education in martial arts courses, providing robust support for ongoing improvements.

4.2.4 Strengthening Cooperation and Communication with All Sectors of Society

Higher education institutions should strengthen collaboration with local martial arts associations and intangible cultural heritage protection organizations to jointly promote the inheritance and development of martial arts culture. By organizing cultural exchanges, event observations, or public welfare promotion activities, students can deepen their understanding and appreciation of martial arts culture while enhancing their social practice skills and cultural heritage awareness. Additionally, partnerships with enterprises can explore industrialized development pathways for

integrating ideological and political education into martial arts curricula, providing robust support for the sustainable advancement of such educational initiatives.

References

- [1] Wei Wei. Exploring Cluster-based Teaching for Ideological and Political Education in University Public Physical Education Courses [J]. *Educational Theory and Practice*, 2024,44(18):42-45.
- [2] He Chunhua. Innovative Approaches to Teaching Wushu Education Courses in Higher Education Institutions [J]. *Journal of Shanxi University of Finance and Economics*, 2023,45(S1):187-189.
- [3] Shen Guoqing. Cultivating Virtue and Nurturing Talent: Characteristic Guidance and Historical Consciousness in Ideological and Political Education Construction of Tai Chi Courses [J]. *Journal of Wuhan Institute of Physical Education*, 2022,56(11):70-77.
- [4] Gao Wei, Sun Yue. Research on Innovative Mechanisms for Practical Education in Higher Education Institutions from the Perspective of Moral Education and Talent Cultivation [J]. *Journal of Lanzhou Vocational and Technical College*, 2026,42(01):20-22.
- [5] Song Xinxia. Practice and Exploration of Private University Ideological and Political Course Teachers in Implementing the Fundamental Task of Moral Education and Talent Cultivation [J]. *Industry and Science & Technology Forum*, 2026,25(03):257-259.
- [6] Wang Xiuying. Research on Reading Promotion Strategies for Red Literature in University Libraries under the Background of Moral Education and Talent Cultivation in the New Era [J]. *Industry and Science & Technology Forum*, 2026,25(03):278-279.
- [7] Zhou Yeli. Innovative Research on the Integration of Party Building and Student Affairs in Higher Education Institutions from the Perspective of Moral Education and Talent Cultivation [J]. *Society and Public Welfare*, 2026, (02):7-9.