

УДК 37.017.92

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ИССЛЕДОВАНИЕ "КИТАЙСКОГО ПУТИ" ПАТРИОТИЧЕСКОГО ВОСПИТАНИЯ В ЧАСТНЫХ УНИВЕРСИТЕТАХ

Аннотация. На фоне национального возрождения Китая и глобальных преобразований идеологическое и политическое образование (ИПО) в китайских частных университетах сделало своей основной миссией "воспитание добродетели посредством образования". Внедряя единые национальные требования, эти учебные заведения воплощают дух благополучия, воспитывая таланты высокого уровня, обладающие политической грамотностью, профессиональной компетентностью и социальной ответственностью. Это достигается за счет создания теоретических основ, изучения национальных особенностей, совершенствования этики и практических занятий на курсах культуры, что позволяет студентам применять основные социалистические ценности в своем личностном развитии и воспитывать современных студентов колледжей в духе благополучия. Являясь важным фактором популяризации высшего образования, качество ИПО в частных университетах напрямую влияет на решение фундаментальной задачи по выращиванию талантов в стране. В этом документе представлена аналитическая основа "философия – институт – практика" для систематического изучения отличительных особенностей "китайского пути" в сфере ИПО в частных учебных заведениях. Кроме того, в нем предлагаются стратегии практической реализации, дающие теоретические представления о качественном развитии частного высшего образования в новую эпоху. После десятилетий прогресса китайские частные университеты достигли значительных успехов в разработке курсов идеологической и политической теории, управлении образованием студентов и инициативах по созданию вторых аудиторий. Поэтому изучение "китайского пути" патриотического воспитания в частных университетах стало важной задачей, требующей пристального внимания.

Ключевые слова: идеологическое и политическое образование, патриотическое воспитание, китайский путь, частные университеты, дух благополучия, нравственное воспитание.

Peng Jiao, Fan Meiling

RESEARCH ON THE 'CHINESE PATH' OF PATRIOTIC EDUCATION IN PRIVATE UNIVERSITIES

Abstract. Against the backdrop of China's national rejuvenation and global transformations, ideological and political education (IPE) in Chinese private universities has embraced "fostering virtue through education" as its core mission. While imple-

menting national unified requirements, these institutions embody the spirit of well-being by cultivating high-quality talents with political literacy, professional competence, and social responsibility. This is achieved through theoretical foundation-building, national conditions education, ethical cultivation, and practical training in cultural courses, enabling students to practice socialist core values in their personal development and nurturing contemporary college students with the spirit of well-being. As vital contributors to higher education popularization, the quality of IPE in private universities directly impacts the fundamental task of national talent cultivation. This paper constructs a philosophy-institution-practice analytical framework to systematically examine the distinctive characteristics of the "Chinese Path" in IPE at private institutions. Furthermore, it proposes practical implementation strategies, offering theoretical insights for the high-quality development of private higher education in the new era. After decades of progress, Chinese private universities have achieved significant milestones in developing ideological and political theory courses, student education management, and second classroom initiatives. Therefore, exploring the "Chinese Path" for patriotic education in private universities has emerged as a critical challenge requiring urgent attention.

Keywords: ideological and political education, patriotic education, Chinese path, private universities, spirit of well-being, moral education.

Introduction. Higher education has always been a key focus of the Chinese government and nation. Facing rapid technological development, high-quality economic growth, and massive national talent demands, private higher education serves as an important complement to China's education system, playing an irreplaceable role. Since the reform and opening-up policy, the state has relaxed relevant education policies, actively encouraging social forces to invest in running schools independently, providing new opportunities for the establishment and development of private colleges. Since the 18th National Congress of the Communist Party of China, the Chinese government has increased its attention to private higher education, offering both legal-policy support and special fund investments, which have provided broad development space for private colleges. The report to the 20th National Congress clearly states: "We

must accelerate the construction of a strong education system, a strong technology system, and a strong talent system, cultivate talents for the country, comprehensively improve the quality of independent talent cultivation, and strive to foster top-notch innovative talents"[Xi Jinping, 2022]. In recent years, Chinese private higher education has developed rapidly and become an important part of the higher education system. With a large student population, the ideological and political quality of students in private colleges directly affects the quality of future national builders and successors. Private colleges differ from public universities in terms of school-running mechanisms, student source structures, and management models, and their IPE faces challenges such as relatively insufficient educational resources, diverse student ideologies, and inadequate innovation in educational models. On the other hand, due

to the particularity of their school-running models and management systems, problems still exist in the ideological and political education of students, such as the need to strengthen teaching staff construction, relatively weak quality of educational targets, the need to optimize ideological and political theory courses, and the urgent need to improve internal and external educational environments, all of which affect the ideological and political education of students in Chinese private colleges [Huang Xin, 2023].

The significance of this research lies in helping to supplement the deficiencies in the study of ideological and political education for students in Chinese private colleges. As a key link in the education system of private colleges, student ideological and political education is not only related to the survival and development of private colleges themselves but also to the implementation of the fundamental task of "fostering virtue through education," making it a focus for research and strengthening. Secondly, it helps summarize and analyze the work experience and existing problems of ideological and political education for students in private colleges. Therefore, combining the specific work practices and development characteristics of private colleges in the new development era, this paper summarizes and analyzes the work experience and existing problems of student ideological and political education, and explores scientific and feasible solutions to the problems, hoping to provide some useful references for the development of student ideological and political education in private colleges. Finally, it is conducive to enhancing the

effectiveness of ideological and political education for students in private colleges. At present, some private colleges have obvious problems to be solved in carrying out ideological and political education for students, thus affecting the effectiveness of student ideological and political education. This paper studies the existing problems in the ideological and political education of students in current private colleges and explores the research path and measures of the "Chinese path" for carrying out student ideological and political education in Chinese private colleges in the new era, which is conducive to improving the quality and level of student ideological and political education in private colleges, promoting the healthy development of private higher education, and enabling private colleges to better implement the fundamental task of fostering virtue through education. In the new era and new journey, the Chinese government and nation have set new requirements for higher education development. The Historiographical lessons of Rafael Altamira in Argentina (1909). Notes on Science, University and Patriotic Education [Martínez, JML (Ledezma Martinez, Juan Manuel), P. 257]. Private education, as part of China's higher education cause, also shoulders the historical mission of cultivating socialist successors who are all-round developed in morality, intelligence, physique, aesthetics, and labor. Through the exploration of ideological and political education for students in Chinese private colleges, this paper hopes to provide scientific methods for private colleges to effectively carry out student ideological and political education, help them effectively improve their

student ideological and political education work, better cultivate pillars who can take on the great task of national rejuvenation, and thus better implement the fundamental task of fostering virtue through education 0.

Lou Jing argues that most students have good ideological and moral qualities and correct views and attitudes toward belief issues, but some students are easily seduced, willing to abandon their beliefs for money and interests [Lou Jing, 2020, P62-63]. Lin Shusheng believes that the ideological concepts, learning abilities, and psychological conditions of college students in private colleges differ significantly from those in public universities. They have active minds but low learning interest; diverse values but diluted ideals and beliefs [Lin Shusheng, 2016, P. 80–81]. Regarding the research on the current situation of the teaching staff, Qin Xiaogang notes that streamlined institutions and reduced staffing are common in private colleges, leading to relatively few ideological and political workers, heavy workloads per capita, and prominent teacher turnover due to the employment system in private colleges, which lacks a sense of "belonging" [Qin Xiaogang, 2016, P. 102–105]. Bi Wenjian believes that compared with public universities, private colleges operate under private mechanisms. Against the backdrop of reduced student enrollment and fierce competition in higher education, teachers generally have a strong sense of professional crisis and dedication [Bi Wenjian, 2014, P. 82–84] Regarding the research on the current situation of ideological and political theory course teaching, Qin Xiaogang points out that

some colleges still have the phenomenon of disguisedly reducing teaching hours for ideological and political theory courses [Qin Xiaogang, 2016, P. 102–105]. To save school-running costs, large-class teaching is common, failing to fully mobilize students' subjective initiative. Coupled with single teaching methods, the teaching effect of ideological and political theory courses is greatly affected, and the role of the main channel has not been effectively exerted. Lin Shusheng believes that current teaching of ideological and political theory courses in private colleges still has many shortcomings, such as outdated and lagging teaching content, lack of innovation, disregard for individual differences, neglect of college students comprehensive and healthy development, disconnection from the development of the times and students' ideological reality, making students feel that the educational content is empty and rigid, difficult to arouse their interest in learning, and with obvious teaching effectiveness [Lin Shusheng, 2016, P. 80–81].

In other countries, they achieve this goal through forms such as civic education, social education, and moral education. Many foreign universities use very implicit methods to carry out ideological and political education for students, allowing them to receive education imperceptibly. The general education + values infiltration model of American private universities takes Harvard General Education Red Book as its theoretical program, internalizing Western mainstream values into students' ways of thinking and codes of conduct through three paths: knowledge

structuring, curriculum problematization, and practice contextualization. This model not only maintains the academic depth of education but also achieves the implicit infiltration of values, cultivating "complete citizens" with both professional capabilities and cultural identity for democratic society.

This paper demonstrates from both theoretical and empirical aspects, rationally analyzing the current situation of ideological and political education for students in Chinese private colleges, summarizing their main achievements, rather than blindly criticizing with a comprehensive negation attitude. Combining the development reality of private colleges, it objectively analyzes the existing problems in ideological and political education for students in Chinese private colleges and systematically proposes development countermeasures. The countermeasures are closely linked to the national development requirements for education in the new era, following the purpose of education serving socialist modernization and the people, taking fostering virtue through education as the fundamental task, and cultivating excellent talents with all-round development in morality, intelligence, physique, aesthetics, and labor. This paper first expounds the core concepts and related theories of ideological and political education in private colleges, summarizes some existing problems in the ideological and political education work for students in current Chinese private colleges, fully considers the particularity of private colleges, and proposes several new ideas for strengthening ideological and political education for students in Chinese private colleges, hop-

ing to provide useful references for ideological and political education work in private colleges [Huang Xin, 2023].

Current Situation and Problems in Ideological and Political Education for Students in Private Colleges

Complex Student Source Structure with Obvious College Entrance Examination Score Stratification: Most students in private colleges are admitted to the second or third batch of undergraduate programs or junior college score lines. Some choose private colleges due to failing the college entrance examination, while others enroll through independent recruitment or with artistic/sports specialties.

Chinese Students Choose Private Colleges for 'Market-Oriented Professional Settings': Preparing for both further study and employment: Students plan to pursue upgrading from junior college to undergraduate or postgraduate studies, with few inclinations to enter the workforce directly, and even fewer considering studying abroad (with increasing international cooperation projects in private colleges).

Identity Anxiety and Social Prejudice: Many students believe that "private college degrees have low gold content," encountering implicit discrimination in job hunting (e.g., some state-owned enterprises and public institutions explicitly require "public university undergraduate degrees"); economic pressures are evident, with high tuition fees causing students to feel "guilt," and most alleviating economic pressures through part-time jobs. **Deep Integration of School-Enterprise Cooperation:** Colleges offer "order classes" and "training

bases," with students participating in enterprise internships starting from their sophomore year. Concentrated Target Industries: Mainly flowing to private enterprises, small and medium-sized enterprises, and the tertiary industry (e.g., education, internet, healthcare).

Prominent 'Slow Employment' Phenomenon: Students choose "second-round postgraduate entrance exams," with some enhancing competitiveness through "academic upgrading + skill training." Chinese private higher education holds a pivotal position in China's higher education, promoting diversified education models, fully stimulating the enthusiasm of the education industry, and providing new ideas for talent cultivation. Based on the development practices of private colleges in this stage, it is evident that they have achieved certain accomplishments in many aspects. Meanwhile, it must be acknowledged that student ideological and political education remains a relatively weak link in the development and construction of private colleges. Currently, there are still some issues requiring improvement in the ideological and political education of students in Chinese private colleges. Exploring these problems provides a basis for further strengthening and improving ideological and political education for students in private colleges in the new era.

Teaching Staff Construction Needs Strengthening: On March 18, 2019, General Secretary Xi Jinping emphasized at the Symposium on Teachers of Ideological and Political Theory Courses in Schools that teaching ideological and political courses should adhere to the "eight unifications," and ideological and political course teachers

should "have strong politics, deep feelings, new thinking, broad vision, strict self-discipline, and upright character"[Xi Jinping, 2019]. As organizers, implementers, and motivators of ideological and political education for students in private colleges, teachers of ideological and political theory courses in private colleges are not only the main body of ideological and political education but also bear the important responsibility of implementing the fundamental task of fostering virtue through education. However, due to the low starting point, late commencement, and weak foundation of private colleges, the attention and financial support for ideological and political course teaching staff are relatively limited, which inevitably affects the construction of ideological and political course teaching staff in private colleges, leading to certain problems during the construction process.

High Mobility of Teaching Staff: Compared with public universities, the teaching staff in Chinese private colleges is unstable, with high mobility—a phenomenon also present in the ideological and political course teaching staff of private colleges, affecting the development of ideological and political education for students in private colleges. This problem is largely related to the lower welfare benefits for teachers in private colleges. China's Private Education Promotion Law clearly states: "Teachers and educated individuals in private schools shall have the same legal status as those in public schools" [The State Council, 2021].

Characterized by Practical Teaching: Regional resource integration: Changchun Guanghai University collaborates with primary and secondary

schools to carry out practical activities such as "Incorporating the Spirit of the Northeast Anti-Japanese United Army into Ideological and Political Courses," organizing "Re-tracing the Anti-Japanese United Army Route" and "Letter Dialogue" activities to form an integrated education chain for primary, secondary, and tertiary schools.

Basic Implementation of Policies: Full coverage of the curriculum system: All private colleges offer compulsory courses such as "Basic Principles of Marxism" and "Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics," with colleges incorporating the credit proportion of ideological and political courses into training programs.

Connotation and Characteristics of the 'Chinese Path' of Ideological and Political Education for Students in Private Colleges

The Chinese path of ideological and political education for students in Chinese private colleges is an educational paradigm with Chinese style, contemporary characteristics, and private college characteristics, formed within the framework of the socialist education system with Chinese characteristics, based on the development reality of private higher education, and aimed at cultivating socialist builders and successors who are all-round developed in morality, intelligence, physique, aesthetics, and labor. Its core connotation lies in upholding the unity of the government's overall leadership and rooting in the Chinese context, following educational laws and serving national strategies, and integrating solving ideological problems with addressing real-world con-

cerns. In terms of patriotism, Wu Qiantao and Yang Jun (2011) propose that patriotism is a bridge connecting the country and individuals, an organic unity of moral, political, and legal norms [Wu Qiantao, Yang Jun, 2011, P. 9–14]. She Shuanghao and Chen Jun point out that patriotism is unified with socialism and people's democracy, sharing common value pursuits, and individuals should closely integrate their development with that of the motherland, transforming personal patriotic feelings into love for national and local cultures, and an inherent sense of belonging and responsibility to the country [She Shuanghao, 2016, P. 52–58]. Liu Shuping believes that patriotism means individuals' deep recognition of their country's cultural concepts and values, as well as their willingness to sacrifice personal interests and resolutely defend national interests when the country faces difficulties [Liu Shuping, 2018]. Cui Jian and Zhang Guo (2011) argue that patriotism is manifested in loving the motherland's mountains and rivers and contributing to its prosperity and development, with patriotic actions being the ultimate destination of patriotic feelings [Cui Jian, Zhang Guo, 2011, P. 20–22]. Yuan Chenwei (2012) believes that patriotism can also be manifested as collective actions, condensing the strong will of all people for national unity, uniting against foreign enemies, and maintaining social unity, stability, and national long-term peace and security. [Yuan Chengwei, 2012, P. 235–236]. He Wenhua (2012) proposes that today, with rapid economic development, patriotism demonstrates new forms through online platforms, with online patriotism becoming a new way

to promote patriotic education [He Wenhua, 2012, P. 22–24].

The Chinese path always takes Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era as the "soul" of ideological and political education. Through a mechanism of government unified leadership, Marxist college leadership, and full-staff collaborative participation, it implements the government's education policy throughout the entire process of school management. Different from the Western "value neutrality" general education, Chinese-style ideological and political education clearly leads the educational direction with socialist core values, transforming the political consciousness of the "two establishments" into emotional identification and action following among young students. Regarding patriotic education, Sun Huafeng (2022) believes that patriotic education is a bridge between inheriting history and looking to the future. In the context of globalization, with the blending of different cultures and values and increasingly fierce competition among nations, patriotic education can guide citizens to deeply understand their country, nation, and culture, enhance national identity and belonging, and thus more consciously safeguard national interests and image [Sun Huafeng, 2022, P. 147–152]. Jiang Xiaohui (2019) argues that patriotic education can guide college students to deeply recognize their responsibilities and missions as members of the country and society, stimulating their enthusiasm and initiative to contribute to the country and society. [Jiang Xiaohui, 2019] Sheng Chun (2020) believes that patriotic education is of great signifi-

cance for responding to increasingly severe international situations. Facing the rapid development of networking and informatization, college students can continuously improve their ability to identify risks through patriotic education, establish correct worldviews and values, and better contribute to the development of the country and society [Sheng Chun, 2020]. Liu Jianjun (2016) points out that patriotic education should focus on both stimulating patriotic feelings and imposing patriotic constraints [Liu Jianjun, 2016]. Zhong Qinglin and Chen Yunpu (2004) note that as the key target of patriotic education, college students should be actively guided to transform their patriotic feelings into practical actions of serving the country, strengthen their ambition to strengthen the country, and strive to make progress and develop in practice [Zhong Qinglin, Chen Yunpu, 2004, P. 179–180].

In response to the distinct vocational orientation and close school-enterprise ties of China's private colleges and universities, the Chinese-style approach deeply integrates ideological and political (IP) education into industrial chains, innovation chains, and talent chains. On the one hand, "craftsmanship spirit" and "scientific and technological ethics" are integrated into training bases in fields such as intelligent manufacturing and the digital economy. This enables students to deeply cultivate "four confidences" (confidence in the path, theory, system, and culture of socialism with Chinese characteristics) while developing professional capabilities. This model breaks through the limitations of traditional IP education being "aloft and impractical," forming a virtuous cycle

where "specialized education empowers IP education, and IP education guides specialized education."

Aiming at the prominent identity anxiety and pragmatic value orientation of Chinese private college students, the Chinese-style approach abandons the "one-size-fits-all" indoctrination model and instead adopts a supply-side reform featuring "problem-oriented + needs-oriented" approaches. For example, to address "academic inferiority complex," thematic education on "achieving life through struggle" is carried out, drawing on growth cases of private enterprises like Fuyao Glass and New Oriental to explain the dialectical relationship between "making a difference in life and seizing era opportunities." To tackle "employment confusion," "professional ethics" and "love for the country and family" are integrated into career guidance.

The Chinese-style approach emphasizes drawing educational wisdom from the 5,000-year Chinese civilization, deeply integrating IP education with red culture, regional culture, and industry culture. For instance, Xi'an Peihua University builds IP practice bases relying on "Chang'an culture," and through courses like "Rule of Law Spirit in Tang Culture" and "Openness and Inclusivity of the Silk Road," transforms traditional cultural genes into cultural identity among young students. From the perspective of educational elements, patriotic education has profoundly influenced college students' patriotic thinking, cognition, and actions [Liu Lu, 2024]. Tian Chang, Wang Weifang, and Wang Huan (2017) argue that in the new era, facing the impact of diverse cultural

trends, patriotic education has successfully integrated students' patriotic sentiments into daily life and prompted them to form diverse and open patriotic thinking patterns [Tian Chang, Wang Weifang, Wang Huan, 2017, P. 1–37]. Dai Lisha (2015) notes that through questionnaires on college students' patriotic feelings, it was found that patriotic education has deepened their understanding of the nation's history, culture, traditions, and values, clarified their rights and obligations as citizens, and provided a more comprehensive understanding of the country's political, economic, and cultural development 0.

The Chinese-style path of IP education for students in China's private colleges and universities is rooted in the essence of socialist education with Chinese characteristics and the soil of private higher education, forming systematic characteristics of cultivating people with virtue, basing on reality, nourishing the heart with culture, and promoting effectiveness with innovation. It not only differs from the implicit value infiltration model of Western private universities but also highlights the educational characteristics of China's private education in the new era. However, regarding other elements of patriotic education, problems concentrate on teaching methods, content, and faculty 0. Yu Chengjie states that current patriotic education often focuses solely on classroom teaching, lacking practicality and experiential learning. Students lack opportunities for hands-on operation and personal experience, making it difficult to truly understand and feel the essence and value of the patriotic spirit, which is un conducive to cultivating their patriotic feelings and behaviors. The lack of

innovative and personalized teaching methods fails to meet the needs of different students, marginalizing patriotic education to some extent [Yu Chengjie, 2018, P. 93–94]. Lin Gaohan points out that current social trends greatly impact college students. In today's information-driven and pluralistic era, students are exposed to increasingly diverse knowledge and information sources. Innovating patriotic teaching methods is urgent – emphasizing student participation and experience, leveraging modern technology to create more vivid, interesting, and practical courses to better advance patriotic education [Lin Gaohan, 2017, P. 163–164].

The primary feature of the Chinese-style path is integrating the leadership of the Chinese government throughout the entire process of IP education. Although China's private colleges and universities are run by social forces, they are always guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, incorporating IP education into school charters and development plans. This institutional advantage enables IP education to surpass the "value neutrality" limitation of Western private universities, clearly guided by socialist core values, and runs through the fundamental questions of "who to cultivate, how to cultivate, and for whom to cultivate" in the entire talent training chain. Aiming at the prominent vocational orientation of private college students, the Chinese-style path creatively integrates IP education with the cultivation of application-oriented talents. Professional ethics are embedded in curriculum-based IP education – for example, Guangdong

Baiyun University integrates "craftsmanship spirit" into mechanical training, while Wuchang Shouyi University strengthens "honest management" in e-commerce courses. This model goes beyond the "knowledge transmission" orientation of traditional IP education, focusing on solving students' core questions of "why learn and for whom to use," closely linking personal career development with national strategic needs (such as rural revitalization and building a manufacturing power), forming an educational closed loop where "skill training has the depth of IP education, and value guidance has the warmth of practice."

The Chinese-style path emphasizes nourishing students' spiritual foundations with excellent traditional Chinese culture to counter the impact of Western individualism on private college students. Through characteristic courses like "Intangible Cultural Heritage Inheritance" and "Classics of Chinese Studies," traditional values such as family-state feelings and collectivism are transformed into modern interpretations. Meanwhile, combining red culture with advanced socialist culture, it creates "mobile IP courses": Jingtangshan University organizes students to retrace the Long March, and Xi'an Siyuan University develops virtual simulation courses on the "Zhaojin Spirit" using Shaanxi's red resources. This cultural education model of "connecting ancient and modern, comparing Chinese and Western" avoids the "cultural hegemony" of Western general education and solves the problem of "fuzzy cultural identity" among private college students, strengthening the foundation

of "cultural confidence" amid diverse value shocks.

Paths to Construct the 'Chinese-Style Path' of IP Education for Private College Students

IP education in China's private colleges and universities is undergoing a transformation from "making up for shortcomings" to "characteristic development." Despite challenges in faculty and funding, innovative paths in digital teaching, industry-education integration, and cross-school collaboration under government leadership have produced replicable model experiences. In the future, policy support and endogenous motivation need to be further strengthened to upgrade IP education from "prescribed actions" to "brand building," providing a solid guarantee for cultivating "morally and technically competent" application-oriented talents. To address common issues such as "insufficient motivation for theoretical learning" and "fragmented value identification" among private college students, the content system of IP education must be reimagined with the orientation of "Sinicization, modernization, and life-orientedness." Breaking through the single model of "classroom-based main channels," leverage the flexible mechanisms of private colleges to create a three-dimensional IP education ecosystem that integrates online and offline, links in-class and out-of-class, and coordinates inside and outside the campus.

Strengthening Faculty Construction to Improve IP Education Standards

To address issues such as "insufficient full-time IP teachers, weak practical capabilities, and narrow career development paths" in private colleges, a

full-chain mechanism for "recruitment, cultivation, utilization, and retention" must be established. General Secretary Xi Jinping once stated: "The key to running ideological and political theory courses lies in teachers, and in unleashing their enthusiasm, initiative, and creativity" [Lin, 2016]. Building a contingent of IP teachers is of far-reaching significance for ideological and political education of college students in private institutions and is a key approach to running IP courses well. Having excellent IP teachers serves as a strong support for private colleges to cultivate more high-quality applied technical talents. Therefore, private colleges in the new era should enhance their focus on constructing IP teacher teams and formulate/improve guarantee mechanisms for IP teachers in recruitment, training, evaluation, and support.

In IP courses, China vigorously promotes the spirit of patriotism: "If separated from internationalism, patriotism is not true patriotism but narrow nationalism with limitations; if separated from patriotism, internationalism is not true internationalism but national nihilism." Marxist classical writers believed that patriotism should become one of the important contents of education [Collected Works of Marx and Engels (Volume 39), 1974, P. 84]. Lenin pointed out: "Patriotism is a deep affection for one's motherland consolidated over thousands of years" [Collected Works of Lenin (Volume 35), 2017, P. 187]. Overall, Marxist classical writers deeply recognized the positive role of patriotism in history. They argued that patriotism is not only combined with class struggle but also complements internationalism. They advocated

cultivating people's patriotic feelings and responsibilities through education to promote the progress and development of the socialist cause. These views together constitute the comprehensive understanding of patriotism by Marxist classical writers, which not only helps strengthen national unity but also provides important ideological guidance for advancing the socialist cause [Liu Lu, 2024].

Promoting Collaborative Education Between IP Courses and Curriculum-Based IP Education

On one hand, strengthen the construction of IP courses and encourage IP teachers to innovate teaching methods, such as case studies, scenario-based teaching, and group discussions, to enhance classroom attractiveness and effectiveness. Taking the "Outline of Chinese Modern History" course as an example, teachers can select representative local historical events and figures as cases, organize students for field research and group presentations, enabling them to deeply understand historical development and the inevitability of the Chinese path. On the other hand, comprehensively advance curriculum-based IP construction by formulating teaching guidelines for IP elements in each professional course and clarifying integration points of IP elements in different disciplines. For example, in computer science courses, integrate IP elements such as network security awareness and scientific and technological innovation spirit to guide students to establish correct professional values.

Developing IP Curriculum Systems with Private College Characteristics

Combine the school-running positioning and professional characteristics of private colleges to develop a batch of school-based IP courses. For private colleges with art and design characteristics, offer courses like "Art and Chinese Cultural Confidence," cultivating students' cultural identity and national pride through analyzing the application of traditional Chinese art elements in modern design. For private colleges focusing on finance and economics, offer "Economic Ethics and Social Responsibility" to explore moral norms in market economies and corporate social responsibility, helping students establish correct economic values during professional studies.

Strengthening the Construction of IP Teacher Teams

Increase efforts to recruit IP teachers, especially those with advanced degrees, rich teaching experience, and practical backgrounds. Establish regular teacher training mechanisms, organizing IP teachers to participate in domestic and international academic seminars, teaching training workshops, etc., to enhance their theoretical and teaching capabilities. Encourage teachers to engage in teaching and academic research, setting up special research funds to support IP teachers in researching topics related to IP education in private colleges, such as "Effectiveness of IP Education for Private College Students" and "Implementation Paths of Curriculum-Based IP in Private Colleges."

Promoting the Construction of a Full-Staff Education Faculty System

Uphold the "grand IP education" concept, incorporating all faculty and staff into the IP education team. Provide IP training for professional course

teachers to enable them to integrate IP elements into teaching. Organize faculty IP education capability competitions, such as "Curriculum-Based IP Teaching Case Design Competitions" and "Counselors' IP Education Skills Competitions," to stimulate enthusiasm and creativity in IP education and form a good atmosphere of educating students throughout the entire process by all staff from all aspects.

Strengthening In-School Practical Teaching Bases

Build a number of characteristic IP practical teaching bases in private colleges, such as red culture exhibition halls, innovation and entrepreneurship practice bases, and labor education bases. Red culture exhibition halls display the struggle history and great achievements of the Chinese government through physical exhibits and multimedia demonstrations. Innovation and entrepreneurship bases provide students with incubation services and skill training while integrating IP elements like innovative spirit and teamwork. Labor education bases organize students to participate in campus greening, cafeteria assistance, and other practical activities to cultivate their work ethic and hardworking spirit.

Expanding Off-Campus Practical Teaching Resources

Strengthen cooperation with enterprises, communities, patriotic education bases, and other off-campus units to establish stable off-campus practical bases. Organize student internships in enterprises to understand industry dynamics and professional requirements, while carrying out "IP education in the workplace." Arrange volunteer services in communities, such as cultural construction and

caring for the elderly, to enhance students' sense of social service and dedication. Regularly organize visits to patriotic education bases for students to receive revolutionary tradition and patriotic education on-site.

Conclusion This study explores the "Chinese-style path" of IP education for students in China's private colleges and universities, deeply analyzing its connotation, characteristics, and practical paths through a three-dimensional framework of philosophy-institution-practice. The "Chinese-style path" of IP education in private colleges follows the innovative theories of the Chinese government, takes application-oriented talent cultivation as a breakthrough, addresses students' practical issues as a starting point, and roots in excellent traditional Chinese culture, forming a distinctive educational paradigm. Explorations in curriculum system construction and teaching method reform provide useful references for other private colleges. With policy support, IP education in private colleges has transformed from "passive response" to "active innovation."

Changchun University of Humanities (China) established the first National Well-Being Research Institute domestically relying on its disciplinary advantages in well-being studies, proposing the concept of "well-being studies from a Marxist perspective" and forming a "medical-nursing integration" and "industry-university-research integration" talent cultivation model, with related achievements winning provincial teaching achievement awards. Chengdu Ginkgo College of Hospitality Management adopts a "six-dimensional integration" industry-education model, building practice bases with enterprises

like Hilton and Marriott to promote "employment upon enrollment," vigorously developing well-being-oriented characteristics, and cultivating well-being talent.

The "Chinese-style path" of IP education in China's private colleges still has broad development space. In industry-education integration, deeper school-enterprise cooperation is needed – not only integrating IP elements into professional skill training but also strengthening students' social responsibility and patriotic spirit in real corporate projects, exploring replicable and promotable industry-education integration IP education models to support national industrial upgrading and high-quality development. Digital transformation should also continue, using AI, big data, and other technologies to accurately grasp students' ideological trends, develop more immersive and interactive IP teaching resources, break through time-space limitations, and achieve wide sharing of high-quality IP education resources among private colleges nationwide. Meanwhile, with rapid social development and emerging trends/issues, private colleges should closely follow the pulse of the times, update IP education content, innovate methods, and continuously improve the pertinence and effectiveness of IP education to contribute to cultivating socialist builders and successors with all-around development in morality, intelligence, physique, aesthetics, and labor.

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