



Research on the Practical Education Paths of Three-Dimensional Integration of "Ideological Education, Professional Expertise, and Innovation" in Practical Education at Local Application-Oriented Undergraduate Colleges

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Abstract. Addressing the issues of disconnection between ideological and political education, professional education, and innovation and entrepreneurship education, as well as the limited effectiveness of practical education in the talent development system of local application-oriented undergraduate institutions, this study explores the practical education paths of integrating ideology, specialty and innovation in local application-oriented undergraduate colleges.

Keywords: Local Application-Oriented Universities; integration of "Ideological Education, Professional Expertise, and Innovation"; Practice-Oriented Education

1 Introduction

The integration of "Ideological-Political Education, Professional Expertise, and Innovation & Entrepreneurship" (referred to as "Ideology, Specialty, Innovation" integration) has emerged as an important model for implementing the fundamental task of "Fostering Virtue through Education" and innovating applied talent cultivation in the new era, attracting significant attention from academic and practical circles recently. Until October 2025, a literature search on CNKI using "Ideology, Specialty, Innovation" integration as the subject yielded 25 documents. The distribution of these documents indicates that this research topic is relatively new, with research findings concentrated between 2022 and 2025, and practical research dominates overwhelmingly. Almost all literature focuses on solving specific problems in talent cultivation. Research has gradually progressed from early-stage integration at the curriculum level ^{[1][2][3]} to the medium-level optimization of talent cultivation models ^[4] and the macro-level deepening of educational systems ^{[5][6]}. The research exhibits a systematic evolution trend from "point" to "line" and then to "body". Regarding research content, scholars have explored aspects such as curriculum and teaching, the educational system, and student development, generally agreeing that "ideology is the soul, specialty is the foundation, and innovation is the driver," advocating integration through curricu-

lum restructuring and teaching model innovation. Regarding the educational system, scholars advocate building an overall educational ecology based on concepts like OBE. At the student development level, the ultimate goal of integration is the enhancement of students' comprehensive abilities, directly linking it to employ-ability and innovation capabilities. Regarding integration models, project-based and case-driven approaches are the most common. Additionally, models leveraging distinctive cultural media, digital technology integration, "golden course" construction standards, and the OBE concept have also got considerable attention.

Existing literature has fully demonstrated the necessity and feasibility of "Ideology, Specialty, Innovation" integration, accumulating rich practical experience at the curriculum, teaching, and model levels. Research is moving towards systematization with numerous achievements, yet there is still room for improvement. For instance, research depth needs enhancement. Although studies have touched upon model (path) optimization, they still focus heavily on practical descriptions, with insufficient exploration of fundamental issues such as the internal mechanism and disciplinary basis of "Ideology, Specialty, Innovation" integration. Furthermore, the proposed models (paths) exhibit a certain degree of homogenization. Regarding the evaluation of integrated education effectiveness, existing research mostly remains at the level of qualitative description or case presentation, lacking a universally applicable scientific quantitative evaluation index system. This paper aims to enrich related research outcomes by introducing the internal logic and practical paths of the "Ideology, Specialty, Innovation" three-dimensional integrated practical education approach.

2 Internal Logic of "Ideology, Specialty, Innovation"

The "Ideology, Specialty, Innovation" three-dimensional integrated practical education system is a complex project. Its logical starting point addresses the fundamental educational question: "What kind of talents to cultivate, how to cultivate them, and for whom they are cultivated." "For whom to cultivate talents" determines the fundamental direction of this system. Talents cultivated by local application-oriented undergraduate institutions must be qualified builders and reliable successors of the socialist cause with Chinese characteristics. The value guidance carried by "Ideology" (ideological and political education) inevitably becomes the soul leading the entire system, ensuring that the imparting of professional knowledge and cultivation of innovation abilities do not deviate from the correct political direction and value track. Ideological and political education is the logical starting point of the three-dimensional integration. Without this starting point, the system would degenerate into a mere skills training ground and innovation workshop, running counter to the original aspirations and mission of China's higher education.

As the logical starting point, value shaping as a guide determines the internal construction principles of the system. Regarding educational goals, value goals are primary; knowledge and ability goals must be set within their framework. Regarding curriculum design, all professional courses need to explore "curriculum ideology and politics" elements to achieve organic integration. Regarding teaching design, cases and

projects selected must contain value judgments and ethical challenges, guiding students in value analysis. Regarding evaluation mechanisms, students' value literacy and professional ethics must become core evaluation dimensions.

3 Current Status of "Ideology, Specialty, Innovation" Three-Dimensional Integration

The goal of education is to cultivate talents; education should serve students' self-realization. Therefore, "student-center" means exploring a fundamental paradigm shift in education, respecting students' individual experiences, interests, talents, and diverse development. It involves changing the logical starting point of teaching design from "what I will teach" to "how students can learn and grow better," making the learning process one of solving real problems and enhancing teacher-student interaction. Teaching evaluation should emphasize feedback and promotion, not just grades. Driven by the fundamental task of "Fostering Virtue through Education" in higher education in the new era and the transformation towards application-orientation, local application-oriented undergraduate institutions face double structural contradictions: First, a disconnect in educational goals. This manifests as the "suspension" of ideological and political education, the "skill-focused" nature of professional education, and the "utilitarianism" of innovation/entrepreneurship education, leading to a separation of value guidance, knowledge transmission, and ability cultivation. Second, low efficiency of practical education. The separation of "Ideology, Specialty, Innovation" in traditional practical teaching links makes it difficult to support the cultivation of compound talents.

As important bases for cultivating applied talents, local application-oriented undergraduate institutions need to cultivate professional talents that not only meet the industry's demands for professional skills but also strengthen students' professional ethics and innovation abilities, while highlighting the value guidance role of ideological and political education. Currently, there are many pain points in talent cultivation in these institutions: First, ideological and political education is disconnected from professional education and innovation education; ideological elements are often integrated superficially, failing to deeply merge with professional connotations and industry professional requirements. Second, professional education emphasizes theoretical instruction, practical teaching lacks depth, and students' practical application abilities are relatively weak. Third, innovation and entrepreneurship education lacks professional support, is mostly general education, fails to effectively integrate with professional characteristics and industry-specific practical scenarios, and the targeted cultivation of innovation and entrepreneurship abilities is insufficient.

4 Paths for "Ideology, Specialty, Innovation" Three-Dimensional Integrated Practical Education in Local Application-Oriented Undergraduate Colleges

In the process of professional practical education, adhering to the core concept of "student-center" focusing on the core goal of deeply integrating ideological and political education, professional education, and innovation education, we explore constructing three parallel paths: "Classroom Teaching Restructuring, Practical Project Driving, and Competition Literacy Feedback." These paths aim to break down barriers such as the disconnect between theoretical teaching and practical application, the separation of ideological education from professional training, and the disconnect between innovation education and professional development. They promote the organic integration of the "Ideology, Specialty, Innovation" dimensions, effectively enhancing students' ideological and political literacy, professional practical abilities, and innovation/entrepreneurship levels, ensuring comprehensive and in-depth implementation of the integrated education in the curriculum. Specific measures are as follows:

4.1 Classroom Teaching Restructuring: Strengthening the Knowledge and Value Foundation for "Ideology, Specialty, Innovation" Integration

Classroom teaching is the main battlefield for talent cultivation and a key foundational link for "Ideology, Specialty, Innovation" integration. In teaching practice, teaching content needs restructuring through instructional objective design and teaching method innovation, integrating ideological elements and innovative thinking throughout the professional knowledge teaching process. First, regarding instructional objective design, establish a three-in-one primary objective system covering knowledge, abilities, and literacy: Knowledge objectives include four dimensions (basic knowledge, fundamental principles, operational knowledge, and policy knowledge) to build a solid professional foundation; Ability objectives include knowledge application, comprehensive analysis, innovative thinking, teamwork, and communication, focusing on cultivating practical and innovative literacy; Literacy objectives include political identity, professional ethics, scientific spirit, and innovation awareness, achieving value guidance. Second, deeply integrate the core connotations of "Specialty" with knowledge objectives to strengthen professionalism; incorporate the dual elements of "professional teaching + innovation" into ability objectives to cultivate professional application and innovative practice abilities; integrate ideological elements into literacy objectives to achieve value shaping, ultimately realizing deep "Ideology, Specialty, Innovation" integration. Third, innovate teaching methods to strengthen students' classroom subjectivity. Adopt a student-centered approach, fully utilizing blended online and offline teaching models to enhance student participation. Fourth, reform teaching evaluation methods to achieve comprehensive "Ideology, Specialty, Innovation" assessment. Construct a diversified evaluation system combining process and outcome-based evaluation, knowledge and ability assessment, and value and practice

assessment, comprehensively evaluating students' professional knowledge, ideological literacy, and innovative thinking, truly achieving the assessment goals of "Ideology, Specialty, Innovation" integration.

4.2 Practical Project Driving: Building a Practical Platform for "Ideology, Specialty, Innovation" Integration

Guided by the "Ideology, Specialty, Innovation" three-dimensional integration concept, the curriculum flexibly utilizes teaching methods such as lectures, case method teaching, project-based learning, competition-education integration, and virtual simulation experiments based on teaching content and objectives. This guides students to understand and master basic concepts, principles, and methods, trains them to use these principles and methods to recognize and solve practical problems, and enhances their operational abilities and thinking skills in real work contexts.

During project implementation, students need to apply professional knowledge to conduct market research, needs analysis, product design, and solution planning, while integrating ideological concepts into project design. By solving local practical problems, students achieve comprehensive improvement in professional knowledge, ideological literacy, and innovation abilities. Meanwhile, in-depth industry-university collaborative projects can reciprocally drive curriculum content iteration, faculty capability enhancement, and the construction of practical teaching bases, thereby supporting the institution's application-oriented transformation.

4.3 Competition Literacy Feedback: Reinforcing the Capability Enhancement Path for "Ideology, Specialty, Innovation" Integration

Academic competitions are an extension of curriculum teaching and an important platform for testing the effectiveness of "Ideology, Specialty, Innovation" integrated education. Guided by the concept of "promoting learning, teaching, and innovation through competition," integrating academic competitions with professional teaching and internships allows competition literacy to feedback into professional learning, ideological education, and innovation capabilities, thereby promoting deeper integration and forming a virtuous cycle of "learning, teaching, innovation, and education integration through competition." The integration of competitions and education within the "Ideology, Specialty, Innovation" framework better enhances teamwork skills and professional expertise, while maximizing the stimulation of innovative potential and entrepreneurial enthusiasm.

In classroom teaching that integrates competitions and education, excellent competition cases can be introduced for analysis and explanation. Students are encouraged to design project proposals based on competition standards, seamlessly connect practical projects with competition projects, and refine high-quality practical projects into competition entries. Winning project proposals and presentation videos can serve as high-quality case repositories for subsequent teaching, forming an open ecological closed loop of "teaching - project - competition - feedback into teaching," allowing successful experiences to be inherited and evolved.

4.4 Measures for "Ideology, Specialty, Innovation" Three-Dimensional Integrated Practical Education in Local Undergraduate Institutions

1. Strengthening Faculty Development to Build an "Ideology, Specialty, Innovation" Integrated Teaching Team

The faculty is the core guarantee for "Ideology, Specialty, Innovation" integrated practical education. It is necessary to build a composite teaching team possessing professional competence, ideological education capability, and innovation guidance skills. On one hand, strengthen ideological and innovation training for professional teachers, encouraging participation in university curriculum ideology training and industry innovation training, guiding teachers to integrate ideological and innovation education into professional teaching. On the other hand, deepen school-enterprise cooperation by hiring local business backbone and executives as industry mentors to participate in curriculum teaching, practical guidance, and competition guidance, compensating for the lack of industry practical experience and innovation guidance skills among school teachers. Simultaneously, promote cross-disciplinary collaboration between ideological education teachers and professional teachers to jointly conduct curriculum design, teaching research, and practical guidance, achieving deep integration of ideological and professional education.

2. Deepening School-Enterprise Cooperation to Build a Practical Education Platform for "Ideology, Specialty, Innovation" Integration

"Ideology, Specialty, Innovation" integrated practical education in local undergraduate institutions cannot be achieved without industry support. It is necessary to deepen cooperation with local industries and build a "university-local-industry" collaborative education mechanism. Establish off-campus practical teaching bases and innovation incubation bases in collaboration with institutions to provide platforms for students' professional practice and innovation practice. Jointly develop curricula and design practical projects with enterprises, integrating actual industry needs and job skill standards into talent cultivation plans to achieve precise alignment between talent cultivation and industry demands. Promote the sharing of university-enterprise resources: enterprises provide practical equipment, industry cases, and mentor resources to universities, while universities provide talent cultivation and research innovation support to enterprises, achieving win-win development among university, local, and enterprise stakeholders.

3. Improving the Education Mechanism to Ensure the Implementation of "Ideology, Specialty, Innovation" Integration

Establish and improve the educational mechanism for "Ideology, Specialty, Innovation" integration, ensuring the smooth implementation of practical education from an institutional perspective. First, improve the talent cultivation plan, embedding "Ideology, Specialty, Innovation" integration throughout the entire process of talent cultivation, clearly defining the ideological, professional, and innovation requirements for each course and segment. Second, establish a sound assessment and evaluation mechanism, incorporating teachers' effectiveness in "Ideology, Specialty, Innovation" integrated teaching and practical guidance into the teacher evaluation system, and including students' ideological literacy and innovation capabilities into the compre-

hensive student evaluation system. Third, establish a special fund for "Ideology, Specialty, Innovation" integrated education to provide financial support for curriculum development, practical projects, academic competitions, and other activities, ensuring the smooth implementation of all tasks related to "Ideology, Specialty, Innovation" integrated practical education.

5 Conclusion

This paper systematically explores the practical education paths for "Ideology, Specialty, Innovation" three-dimensional integration in local application-oriented undergraduate colleges. Through the synergistic efforts of three core paths – Classroom Teaching Restructuring, Practical Project Driving, and Competition Literacy Feedback – integrating value shaping, ability cultivation, and literacy enhancement, a student-centered teaching ecology that resonates with local development is constructed. These three paths support each other and progress step by step: Classroom Teaching Restructuring lays the theoretical and thinking foundation for integration; Practical Project Driving serves as the core carrier and comprehensive exercise of integration; Competition Literacy Feedback refines, tests, and elevates the outcomes of integration, injecting continuous vitality and cutting-edge relevance into the curriculum. Together, they form a three-dimensional implementation system for "Ideology, Specialty, Innovation" integrated practical education. Practice has proven that this model not only effectively stimulates students' intrinsic motivation and innovative potential, cultivating their patriotism and practical ability to serve regional development, but also provides a reference-able paradigm for achieving the fundamental shift from "knowledge indoctrination" to "educating and empowering." This demonstrates that curriculum reform in application-oriented colleges, rooted in local soil and keeping pace with the pulse of the times, is essential to truly shoulder the mission of cultivating versatile talents for regional economic and social development, and to demonstrate their due responsibility and contribution in the journey of building a powerful nation through education.

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