

Original Research Article

Construction and educational significance of an innovation and entrepreneurship education model led by curriculum-based ideological and political education

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Abstract: This paper explores a deeply integrated education model that combines curriculum-based ideological and political education as the value guide with innovation and entrepreneurship education as the practical carrier, set against the goal of serving border area development and fostering a strong sense of community for the Chinese nation. It clarifies the connection between the two and proposes a collaborative framework of "Value Guidance–Capacity Empowerment–Practical Transformation." The study further examines how this model enhances college students' sense of national community, encourages them to pursue I&E in border regions, and supports high-quality regional economic growth.

Keywords: curriculum-based ideological and political education; innovation and entrepreneurship education; model construction; sense of community for the Chinese nation; border areas

1. Introduction

Since the 18th National Congress of the Communist Party of China (CPC), based on the fundamental task of higher education of "fostering virtue through education", General Secretary Xi Jinping has clearly stated that "ideological and political work should be integrated into the entire process of education and teaching to realize education throughout the whole process and in all aspects". However, in the practice of frontier ethnic regions, there is a certain disconnect between curriculum-based ideological and political education and innovation and entrepreneurship education. Value shaping and ability cultivation have not been deeply integrated, and the existing innovation and entrepreneurship models tend to be homogenized, making it difficult to align with the resource endowments and strategic development needs of frontier regions. At present, the integration of ideological-political education and I&E education in border-area universities remains insufficient. Hence, it is of strategic importance to consciously incorporate the mission of "cultivating talents for the Party and the country" throughout the entire talent training process, in order to support the long-term stability and high-quality development of border regions.

Based on this, this paper takes curriculum-based ideological and political education as the guide to construct a new education model with the deep integration of value guidance and capacity training. It guides students to deepen their high recognition of the great motherland, the Chinese nation, Chinese culture, the CPC and socialism with Chinese characteristics through a profound understanding of national and regional conditions. Through I&E practice, this recognition is transformed into practical actions of serving border areas and dedicating to the country, which is an effective path to cultivating reliable builders who root themselves in border areas and serve high-quality development.

2. The interconstructive relationship between curriculum-based ideological and political education and I&E education

To build an education model led by curriculum-based ideological and political education, it is essential to clarify the interdependent and mutually reinforcing relationship between it and innovation and entrepreneurship (I&E) education. Together, they form a unified, complementary whole, serving as the logical cornerstone for cultivating a new generation capable of undertaking the great task of national rejuvenation.

2.1. Curriculum-based ideological and political education: The main channel for value guidance and moral cultivation

Curriculum-based ideological and political education serves as a key pathway to foster virtue through education, acting as both a "navigator" and a "catalyst." Its core function is to integrate value shaping into knowledge and skill development by translating macro objectives—Such as building a sense of community for the Chinese nation and serving national strategies—Into teachable narratives rooted in course content. This is achieved by incorporating ideological-political elements, national achievements, and regional industrial needs into professional courses.

The approach involves embedding cases—Such as border ecological governance, major infrastructure projects, characteristic industries, and rural revitalization—Into teaching. These cases convey craftsmanship, patriotism, perseverance, and collective wisdom, offering situational value guidance. By analyzing national policies and regional development models, students learn to apply their expertise to meet the high-quality development needs of border and ethnic areas. This promotes a progression from cognitive understanding, to identification, and finally to action.

Through this subtle yet steady process, curriculum-based ideological and political education encourages students to align their innovation and entrepreneurship goals with national and regional development, achieving a unity of value rationality and instrumental rationality.

2.2. I&E education: The practice field for capacity empowerment and practical transformation

Innovation and entrepreneurship education serves as a "touchstone" and "propeller," transforming knowledge, skills, and resources into tangible value. By addressing real-world challenges and responding to national and regional needs, it enables students to convert classroom learning into testable, operable solutions. Through "learning by doing," students achieve the leap from theory to practice. Border areas, with their vast territory, diverse cultures, and strategic importance, offer rich scenarios for such application. To avoid empty discourse, student projects must be grounded in local realities—For example, developing precision irrigation and livestock traceability under "smart agriculture," creating digital cultural products for "cultural inheritance and innovation," or designing environmental monitoring and smart logistics platforms for "ecological security" and "border development." A case in point is the "Beidou-based Smart Agriculture Assistant" project by students at Inner Mongolia Hongder College of Arts and Sciences, which applies advanced technology to local agricultural and pastoral contexts. This need-oriented approach roots I&E education in real development demands, turning it from a "castle in the air" into a "living source." In solving practical problems, students deepen their understanding of national and regional conditions and strengthen their sense of responsibility to serve society.

2.3. Constructing a closed-loop system of "value guidance - capacity building - practical externalization"

To sum up, curriculum-based ideological and political education and I&E education form a logically rigorous and progressive collaborative system. Curriculum-based ideological and political education belongs to the level of "why" and "what", which provides value orientation, goal setting and spiritual nourishment, ensures the correct direction of talent training, and is the source of stimulating endogenous motivation. I&E education belongs to the level of "how to do", which focuses on capacity empowerment and practical transformation, and is an action stage for testing and sublimating value identification. The two form a closed-loop system from "value guidance" to "capacity building" and then to "practical externalization". In this closed loop, systematic value guidance drives students to establish the aspiration of serving the country and border areas and take the initiative to learn relevant knowledge; curriculum-based ideological and political education ensures that their learning and innovation direction serves national strategies and regional revitalization; and I&E practice further consolidates and deepens their value identification and transforms identification into practical actions, thus jointly committing to cultivating new people of the times who can take on great responsibilities.

3. The three-dimensional collaborative education model of "value - capacity - practice"

This study constructs a "Value-Capacity-Practice" collaborative education model, integrating value-

oriented ideological-political education with I&E education. Through systematic design, teaching reform, and open platforms, it forms an interconnected, cyclical ecosystem. The value layer directs and motivates, the capacity layer internalizes knowledge, and the practice layer tests and optimizes outcomes. Together, they cultivate capable, committed individuals who serve the nation and develop industries, providing talent support for border area stability and prosperity.

3.1. Value layer: Consolidating the ideological foundation with curriculum-based ideological and political education

As the model's value layer, our core mission is to cultivate a strong sense of Chinese national community, enhance students' commitment to serve the country and dedicate themselves to border regions, and fundamentally address the questions of "why to learn and for whom to strive." We achieve this through a multi-faceted approach: First, we integrate national conditions education, ethnic unity, and regional development strategies into both general and specialized courses. For instance, relevant courses delve into topics like national reunification, while industry models are invited to share their dedication stories in border areas. Second, we expand practical learning through "mobile ideological courses," organizing visits to patriotic bases, enterprise investigations in border regions, and community immersions to experience multi-ethnic cultures, transforming abstract values into tangible experiences. Third, we foster a cultural immersion environment on campus by building themed spaces and regularly holding activities like knowledge contests and forums, allowing students to subtly strengthen their national and ethnic identity within a pervasive atmosphere.

3.2. Empowerment layer: Reshaping the teaching system with teaching innovation

The empowerment layer serves as the core hub linking value identification with practical ability. Its primary goal is to cultivate the professional ethics, sense of national purpose, and innovative spirit needed to serve the nation and border regions, systematically addressing the question of "how to acquire nation-building capabilities." This is implemented through reshaping the entire teaching process: First, by advancing pedagogical innovation, with widespread adoption of case studies and project-based learning (PBL) driven by real industrial and societal issues related to national and regional development. For example, engineering management students are guided to practice around "smart animal husbandry" and "border village planning," while tourism management students develop project plans for "integrating culture and tourism to boost rural revitalization." Second, by strengthening teacher training through workshops and lesson studies on integrating ideological-political content into professional courses, with guidance from experts and industry models, empowering teachers to uncover the value-laden, timely, and industry-relevant elements within their disciplines. Third, by reforming the evaluation system to include a "value-capacity" index, incorporating into grades and assessments students' contributions to innovation projects, social practice research, and solving real technical and managerial problems. This shifts the focus from mere score-chasing to achieving meaningful value and genuine capability enhancement.

3.3. Practice layer: Building a transformation platform with I&E education empowerment

The practice layer serves as the ultimate testbed and output stage for value identification and professional competence. Its core purpose is to transform values and knowledge into tangible capabilities and project outcomes that serve national and regional development, answering the question of "how to contribute practically to the nation and border areas." This is achieved by building diverse, open practical platforms: First, establishing a project incubation mechanism with dedicated innovation and entrepreneurship funds and incubators focused on "serving national and border development," supporting student projects related to cultural inheritance, regional industries, and border governance. Second, implementing a competition-driven model, such as hosting annual innovation contests themed on "serving national strategies and regional revitalization" with tracks in cultural creativity, technological innovation, and social services. Outstanding projects are recommended for high-level competitions like the "Internet +" and "Challenge Cup" to expand their impact. Third, deepening industry-education integration by partnering with local governments, parks, and enterprises to establish practice bases, creating a "two-way empowerment" mechanism where enterprises provide real-world topics and internships, and student teams contribute innovative solutions, fostering a pattern of joint talent development, shared management, and shared achievements.

The value layer provides spiritual motivation and direction, the practice layer validates and strengthens those values through outcomes, and the empowerment layer sustains the cycle with knowledge and skill support, together forming a self-reinforcing, continuously optimized educational system.

4. The educational significance of model construction

The "Value-Capacity-Practice" collaborative education model restructures the educational framework to implement the fundamental task of fostering virtue. It provides an operable approach for cultivating a new generation capable of undertaking national rejuvenation, yielding four progressive educational outcomes:

4.1. Consolidating the common ideological foundation and strengthening the sense of mission

The core of this model is to systematically integrate patriotic, collectivist and socialist education into the entire process of education with curriculum-based ideological and political education as the value guide. By exploring national development achievements, ethnic unity stories and deeds of striving models, the feelings of loving the Party, the motherland and socialism are materialized and integrated into daily life, making them perceptible, understandable and practicable. This process effectively consolidates the common ideological foundation for unity and struggle, unites the thoughts and actions of young students from different backgrounds to the common goal of serving the country and building border areas, maximizes the cohesion of youth power, and strengthens students' sense of mission.

4.2. Focusing on serving the central task and building a talent highland

This model directly anchors the central task of serving national strategies and regional high-quality development, and its ultimate output is to cultivate a large number of professional talents who have a broad vision of national development, possess real talents and practical skills, and can "stay, be competent and perform well". Through the "industry-education integration" platform and I&E projects of "serving development", students are deeply involved in economic and social construction during their university studies, and their knowledge structure and ability quality are accurately aligned with the development needs of the country and localities. This steady stream of talent team is not only a new force for future development, but also an important reliance for directly transforming intellectual advantages into development advantages.

4.3. Promoting exchanges, communication and integration and consolidating the foundation of ethnic unity

In multi-ethnic areas, this model creates practical scenarios for in-depth interaction, mutual dependence and joint struggle for students of all ethnic groups by encouraging them to form joint I&E teams and tackle key problems around common causes such as smart agriculture, cultural creativity and ecological tourism. In this process, students of different ethnic groups exchange ideas, collide with wisdom, and divide work and cooperate for a common goal, which naturally enhances understanding and deepens friendship. This practice based on a common cause effectively promotes the all-round exchanges, communication and integration of students of all ethnic groups, consolidates the foundation of ethnic unity from the source, and contributes educational strength to forging a strong sense of community for the Chinese nation.

4.4. Guiding the orientation of rooting and dedication and serving lasting stability

This model has a strong value-oriented function. Through the precise guidance of curriculum-based ideological and political education and the profound experience of I&E practice, it successfully guides young students to integrate their personal ideals into the grand blueprint of national and regional development, and realize their life values in innovation and entrepreneurship that serve the country and localities. This orientation of "rooting and dedicating to make achievements" helps to guide and retain high-quality talents, and alleviate the long-standing talent dilemma in border areas. When the cultivated students generally become reliable builders who support the Party's leadership, love the great motherland and are willing to dedicate themselves, they themselves are the most fundamental and lasting cornerstone for safeguarding the prosperity and stability of border areas and promoting lasting social stability.

Fundings

Inner Mongolia Honder College of Arts and Sciences institutional re-search project "Application

Research on Digital Experimental Teaching of 'Operating Systems' under the PBL Model" (HD2024034), and Inner Mongolia Autonomous Region Educational Science Research '14th Five-Year Plan' project "Research on the Application of Digital Experimental Teaching for University Computer Science Majors under the PBL Model in the Context of Digital Empowerment" (NGJGH2024090).

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