

The Construction and Implementation of Socialist Ideological and Political Education Strategies for the Dream of a Strong Country and Socialism in Contemporary China

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Abstract: The realization of the dream of a strong army, the dream of a strong economy, and the dream of a strong sports nation is promoting the realization of the “dream of a strong China”, in which a firm ideal belief is an important spiritual force. As the future builders of “China's Dream of a Strong Country”, students' awareness and understanding of the community of destiny and the sense of social responsibility is the key to ensure the high quality of “China's Dream of a Strong Country”. Based on the connotation and requirements of the “Dream of a Strong China”, this paper conducts a questionnaire survey on the current situation of the Dream of a Strong China and socialist ideological and political education, builds a strategy to penetrate the Dream of a Strong China in the campus socialist ideological and political environment, educational materials and educational methods, and explores the effect of the strategy through teaching experiments. Before and after the implementation of the strategy, the students' socialist ideological and political literacy, such as patriotism, responsibility, socialist core values, scientific and innovative spirit, the pursuit of values, traditional culture, etc., have been greatly improved. In the process of striving for the realization of “China's Dream of a Strong Nation”, schools must adhere to the guidance of socialist theory with Chinese characteristics, based on the ideological and political education of young students, to promote their all-round growth, and to support the realization of national prosperity and strength.

Keywords: Questionnaire Survey; Dream Of A Strong China; Socialism; Ideological And Political Education Strategy

1. INTRODUCTION

Contemporary China's dream of a strong country refers to the aspirations and grand blueprints of modern China to continuously pursue prosperity, realize national wealth and strength, and people's happiness (Callahan, 2016, 2018; Do, 2015; Zhouxiang, 2023). Contemporary China's dream of a strong country is a grand but real dream. Realizing this great dream requires firm beliefs, perseverance, and a strong atmosphere of building a strong nation in the whole society, as well as the implementation of socialist ideological and political education (Barmé & Szonyi, 2017; Peters, 2022; Tsai, 2019). Ideological education is related to everyone's ideological state and political literacy, and is an important guarantee and foundation for building a socialist harmonious society, which can improve citizens' ideological awareness and political literacy, promote the harmonious development of society, and build a beautiful new society (Ji & Li, 2024; Liu & Yang, 2022; Sun, 2019; Yue et al., 2023). At the same time, ideological and political education is also an important part of Chinese education, is an important way to cultivate students' correct worldview, outlook on life and values, and is of great significance to students' growth and success (Le, 2022; Zhang, 2022). The development and implementation of scientific and reasonable ideological and political education program is of great significance for the development of school education (Fan, 2024; Gao & Huang, 2021; Tang, Song, & Zhang, 2023; Zhou & Liu, 2022). The Dream of a Strong China is China's development goal, national consensus and the blueprint of a new plan for China's path, which covers the dreams of every Chinese and reflects the contemporary concerns of Chinese politics, Chinese philosophy, Chinese culture and Chinese society. The dream of a strong China encompasses the great dream of China to realize a strong economy, a strong culture, a strong ocean, as well as to promote China's foreign relations and foster China's unification. Literature (Feng, 2015) analyzes the values and institutions of wealth, power and democracy that China has put forward to realize the "Chinese dream". It is pointed out that these values and institutions have contributed to China's achievement of efficient and sustainable productivity, laying the foundation for the realization of the "Chinese Dream". Literature (Yi, 2014) reviewed the history of China's development and emphasized that only socialism can save China. With the continuous development of reform and opening up, and under the support of the concept of peaceful development. Literature (Hinck et al., 2018) describes that the "Chinese Dream" has become China's development strategy. Hundreds of articles

from Chinese news websites were analyzed to determine the formation of the “Chinese Dream” and its impact on Chinese policy. Literature (Chen & Madni, 2024) reveals the necessity of integrating both socialist core values and ideological and political education. It also analyzes the challenges facing the integration of ideological and political education into values, and puts forward guidelines such as curriculum reform and innovative teaching to realize the organic integration of the two, so as to cultivate socialist builders and successors. Literature (Li, Leng, & Feng, 2022) explains that the socialist core value system is the essence of socialist thought with Chinese characteristics, which plays an important role in ideological and political education and has the functions of ideological cohesion and spiritual stimulation, etc. The realization of its value in ideological and political education mainly depends on the teaching efficiency of the teachers as well as the social environment in which the students live. Literature (Li, 2019) points out that socialist core value is an important part of ideological and political education, which is the need of the development of the times. This study takes the content of China's strong national dream and the characteristics of socialist ideological and political education as the entry point, and utilizes the questionnaire survey to study the achievements and shortcomings of China's strong national dream and socialist ideological and political education. On this basis, it is proposed to construct and implement the strategy of China's strong national dream and socialist ideological and political education centering on China's strong national dream by creating a good campus socialist ideological and political environment, integrating socialist ideological and political education material resources, and innovating the way of ideological and political education. Subsequently, teaching experiments were designed to explore the implementation effect of the strategy of constructing the Dream of a Strong China and socialist ideological and political education in terms of students' socialist ideological and political literacy, classroom effect and satisfaction.

2. INTEGRATED EDUCATIONAL STRATEGIES FOR CHINA'S DREAM OF A STRONG COUNTRY AND SOCIALIST CIVICS

2.1 Integration Research on Education for Strong National Dream in Socialist Ideology and Politics Courses

2.1.1 Integration of Socialist Civics and Political Science Classes for the Education of the Dream of a Strong Nation

The integration of socialist Civic and Political Science education on the

strong national dream is to take the content of China's strong national dream as the entry point, to plan and design the teaching content, objectives, methods, teacher team and other teaching elements of socialist Civic and Political Science from a holistic point of view, and to promote the progression of the teaching objectives of the various academic segments, the adjoining of the teaching content, the connecting of the teaching methods, and the relative connecting of the teacher team. The teaching objectives, methods, contents and other elements form an integrated organism that coordinates with each other and works together, and the teaching elements are systematically designed from a holistic perspective, so as to ultimately achieve the unification of China's dream of a strong nation and socialist Civic and Political Education.

2.1.2 Questionnaire on Education on the Dream of a Strong Nation in Socialist Ideology Courses

Based on the practice of teaching integration construction of “China's Strong National Dream” in the Civics Class, this section examines the current situation of teaching integration construction of socialist Civics Class with strong national dream by means of interviews with different Civics teachers and questionnaires to students, and tries to describe the actual situation of teaching integration of socialist Civics Class with strong national dream, summarize the achievements and experiences, and analyze the current problems and causes, so as to put forward the strategy of teaching integration of socialist Civics Class with strong national dream in a targeted way. In order to summarize the achievements and experiences, analyze the current problems and causes, so as to put forward the strategy of teaching integration of socialist Civic and Political Science courses with strong national dream in a targeted way. Teacher interviews and student questionnaires are designed to focus on the four dimensions of teaching objectives, methods, contents, and teacher training. The Interview Outline on the Teaching Integration of Socialist Civic and Political Science Classes for a Strong Nation's Dream consists of seven questions, including: the staffing of full-time and part-time Civic and Political Science teachers, the use of curriculum standards, and attitudes toward teaching and learning articulation, etc. There were a total of 20 front-line teachers of different school years in this interview. The Questionnaire on the Teaching Situation of the Strong National Dream in Socialist Civics Classes has 13 objective questions, including the cognition and recognition of the strong national dream of China, the interest in Civics Classes, the cognition of the teaching objectives, and the articulation of the teaching contents, etc. The

questionnaire is in the form of a questionnaire star, and the delivery involves more than 10 provinces, with 2,500 questionnaires in total, and 2,450 valid questionnaires were retrieved, with an effective rate of 98.0%.

2.2 Analysis of the Integration Situation of Socialist Civics Classes on Education for the Dream of a Strong Nation

2.2.1 Integration Results of Education on the Dream of a Strong Nation in Socialist Ideology Courses

(1) National level: The state's organization of China's strong national dream education in each academic section and the articulation of China's strong national dream education between academic sections provides path guidelines for the construction of the integration of strong national dream teaching in socialist Civics and Political Science courses and builds an integration construction carrier. In the curriculum standard and related documents, strategic deployment has been made for the integration of the objectives of the Civics course, and the requirements for the teaching of China's Strong National Dream have gradually progressed, providing methodological references for this study to construct the “integration of the objectives” of the teaching of socialist Civics course on the Strong National Dream, and to realize the integration of the objectives of the course. The gradient of the theme content of “China's dream of a strong nation”, the difficulty and capacity of knowledge in the textbook are reasonable, appropriate, and even progressive on the whole, and at the same time, it also specifies the key points and difficulties of each teaching, and is closely articulated on the whole, which basically realizes the integration of the content of the textbook.

(2) Teaching level: Through interviews with teachers and questionnaire surveys of students, the practice of teaching integration construction of strong national dream in socialist ideology and politics courses in actual teaching was investigated, and after comprehensively analyzing the results of the survey, it was found that certain explorations had been made and certain results had been achieved in the teaching integration construction of strong national dream in socialist ideology and politics courses in actual teaching. The specific performance is as follows: (a) Most schools pay attention to the integration construction of the classroom of socialist Civic and Political Science Course Strong National Dream. On the question of “what aspects of the integration construction of socialist Civic and Political Science classes have been explored in your school”, most teachers have elaborated from different perspectives, including a female teacher who said, “My school regularly organizes exchange meetings for Civic and

Political Science teachers from different schools and at different levels, One of the female teachers said, “My school regularly organizes exchange meetings and academic seminars for teachers of different schools and different levels of Civics and Political Science to have in-depth discussions on teaching materials, learning conditions, key and difficult points, and value orientation, so as to strengthen the wholeness, progressiveness and synergy of Civics and Political Science and to conduct Civics and Political Science well. (b) Each academic section emphasizes pedagogical innovation in the Civics class. The evaluation of the Civics classroom is shown in Figure 1, 68.22% of the students think that the teaching of the Civics class is very interesting and infectious, which shows that the teachers of the Civics class pay attention to the innovation in the teaching process and make the Civics classroom interesting.

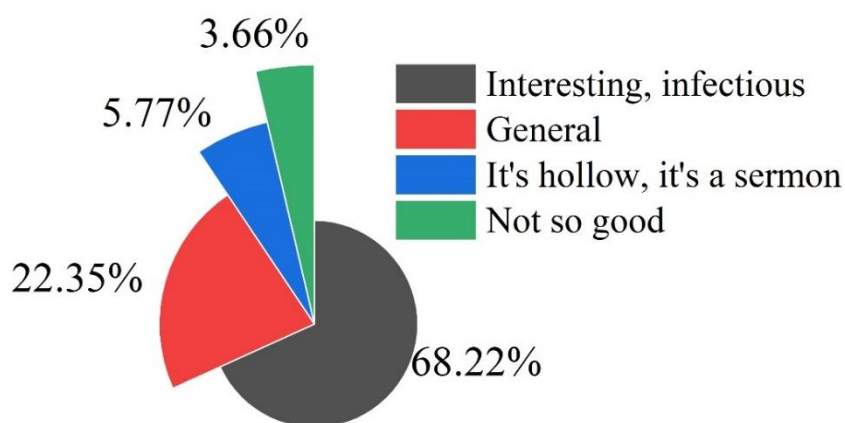


Figure 1: Ideological and political classroom evaluation

(c) Some teachers have studied the content of the textbooks in depth and have made progress in teaching the content of “China's Dream of a Strong Nation”. The question “Do you think that the content of ‘China's Strong National Dream’ learned in the current semester is well connected with the content of ‘China's Strong National Dream’ learned in the previous semester” was discussed, and the results were as shown in Figure 2. As shown in Fig. 2, the options are divided into very good coverage, “China's dream of a strong nation” content is connected and gradually deepened, good coverage (A), part of the “China's dream of a strong nation” content has been covered in different semesters, but the differentiation of the level is not high (B), and poor coverage. The content of “China's Dream of a Stronger Nation” is covered in different semesters, but the level of differentiation is not high (B) and poorly carried over. In the second semester, the third semester and the fourth semester, 48.56%, 53.96% and 54.23% of the students chose “The Dream of a Strong China”

to be well covered, and the content of “The Dream of a Strong China” was connected and deepened gradually.

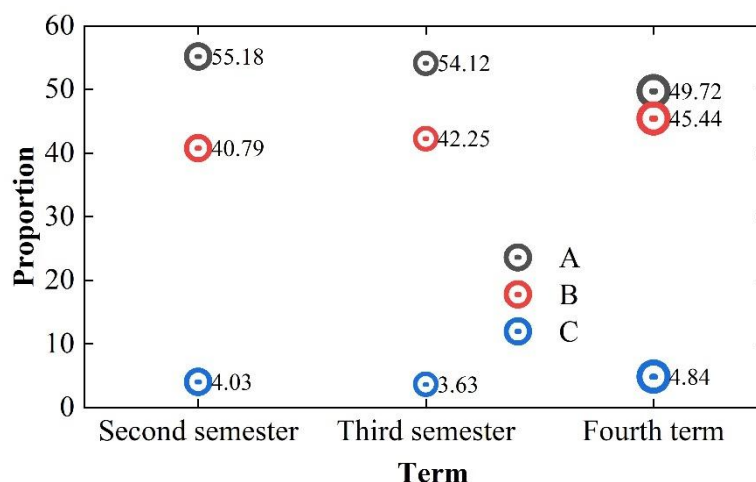


Figure 2: Discussion result

2.2.2 Deficiencies in the Integration of Education on the Dream of a Strong Nation in Socialist Ideology Courses

(1) Problems of Articulation of Educational Objectives: Through the field survey, it was found that some teachers still have the problem of unclear hierarchical progression of specific teaching objectives when implementing the teaching objectives of China's dream of a strong nation and socialist ideology. During the interviews, when asked, “Do you pay attention to the articulation with another semester in the process of teaching design and implementation?” When asked “Do you pay attention to the connection with another semester in the process of teaching design and implementation?”, some teachers indicated that they were used to designing the teaching objectives of the Dream of a Strong China and Socialist Civics on the basis of the relevant contents of this class, and they seldom considered other semesters. Other teachers said they were used to thinking and designing teaching objectives from their own perspective, with less consideration for students' cognitive level and cognitive structure. From this, we can see that at the present stage, the teaching of China's dream of a strong nation and socialist ideology is more designed for a certain class than for the relevant teaching objectives of each class according to the cognitive level and cognitive structure of students in different semesters, so as to highlight the characteristics of the two semesters, and to achieve a clear distinction between the levels and a gradual progression. The existence of these problems is not only detrimental to the realization of the synergy of teaching objectives and the improvement of teaching effectiveness, but also adversely affects the

articulation of China's dream of a strong nation and socialist Civics teaching.

(2) Problems of mastering educational content: Due to the different semesters and the uniqueness of ideological and political education, to a certain extent, some of the teaching contents in the textbooks of ideological and political courses have the phenomena of repetition and large span of difficulty. This requires teachers to grasp the content as a whole, design it scientifically, and respond to it flexibly, so as to promote the gradual and spiral progress of the content in the teaching process. However, through the survey, it is found that teachers do not have a good grasp of the overall teaching content. The first manifestation is the repetition of some knowledge in the teaching process. Through the survey of students in the second semester, it was found that more than 80% of the students thought that the knowledge of “Reform and Opening Up” (Question 1) and “China's Dream of Strength” (Question 2) in that semester was duplicated to a certain extent with the relevant knowledge in the previous semester. The results of the survey on the repetition of knowledge points are shown in Figure 3 (1~4 represent a lot of repetition, some repetition, no repetition and uncertainty, respectively), which makes them feel that this part of knowledge is in the state of “cliché”. In this case, what students are left with is only familiar knowledge, lacking in deep exploration, which will lead to the feeling of “uniformity”, reduce students' interest in learning, and to a certain extent, is also not conducive to the cultivation of students' patriotism, and is more likely to result in the unclear level of the content of each semester, which is not conducive to the realization of the dream of a strong China and the convergence of socialist political curriculum education. The convergence of socialist political curriculum education.

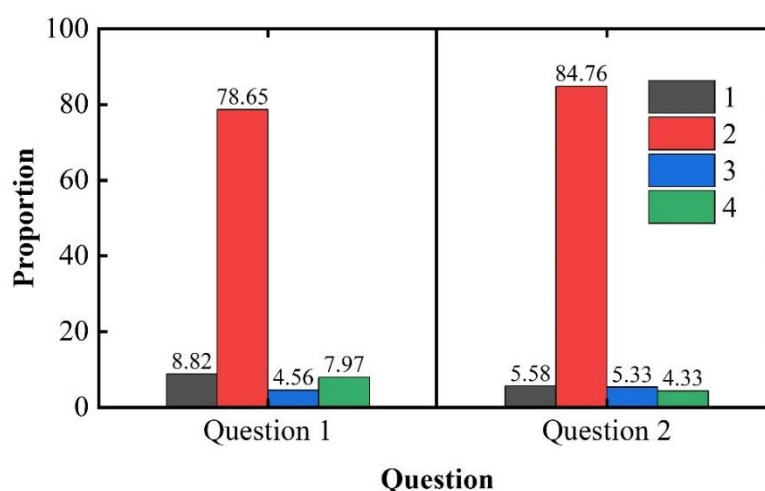


Figure 3: Repeat the results of the survey

In addition, the teachers' overall grasp of the content with a wide span of difficulty is insufficient. During the survey, when asked “Compared with the previous semester, do you think the knowledge of ‘reform and opening up’ in the Ideology and Politics class of this semester is difficult?” At least 96% of the respondents thought the knowledge was difficult, and the results of the knowledge difficulty survey are shown in Table 1. Through further analysis, it was found that for some of the difficult points, the teachers could not well connect the knowledge framework and content of different semesters, and could not grasp the connection of knowledge from a holistic perspective. In this case, what is left for the students is seeming to understand, not being able to learn by example, as well as digesting the related difficult points, thus adversely affecting the articulation between the dream of a strong China and the teaching of socialist Civics.

Table 1: Knowledge point difficulty survey results

Question	Difficulty	Proportion
Difficulty in knowledge	It's very difficult	7.14%
	It's more difficult	30.38%
	The difficulty is general	59.12%
	No difficulty	3.36%

(3) Problems of convergence of educational methods: Educational method is an important factor affecting the teaching effect, and a good educational method often attracts students' interest in learning so as to achieve the ideal teaching effect. Lecture method, question-and-answer method, discussion method, etc. These diversified educational methods have made China's strong national dream and socialist ideological education achieve certain results, but in the actual teaching implementation there still exists the problem of single educational method and inconspicuous span of educational methods, which affects the process of implementing China's strong national dream and socialist ideological education and its effectiveness. (a) Relatively single educational method: China's strong national dream and socialist Civics is a course that unifies theory and practice, which determines that the teaching process of Civics includes both educational methods that focus on theoretical indoctrination such as the lecture method and the question-and-answer method, as well as educational methods that emphasize students' participation such as situational teaching, case study analysis, and cooperative discussion. The use of these educational methods in the teaching process, on the one hand, deepens students' understanding of China's dream of strengthening the country and promotes the generation of patriotic sentiment, on the other hand, it also promotes the formation of students' behavioral norms, and

promotes the internalization of patriotism education in the heart, and the external manifestation in the behavior. However, in the actual teaching process, there is the problem of a relatively single educational method. In the interview survey, we asked “What is the most common teaching method you use to educate students about China's dream of a strong nation and socialist ideology and politics?” The results of the survey on the commonly used methods are shown in Table 2. It can be seen that the current classroom teaching is dominated by the lecture method, discussion method, case teaching method and so on. However, the use of these educational methods is mainly to help students understand the educational content and serve the knowledge transfer, aiming to let students figure out the knowledge points and do the questions through a simple, clear and easy-to-understand way. In the survey, it was also found that some students chose “reading from the book” when talking about the main teaching methods used by teachers in the classroom. In the teaching process, a part of the teachers in order to complete the teaching task so that the lecture method is simplified into a duck teaching, multimedia courseware has become the teacher “read according to” tools, classroom discussion is also a formality, the discussion of the problem can often be directly in the textbook to find out the answer, making the classroom boring, reducing the Civics course. This makes the classroom boring and dull, reduces the “sense of happiness” and “sense of acquisition” of the Civics class, and is not conducive to the implementation of China's dream of a strong nation and socialist Civics education.

Table 2: Survey results of the common methods

You are the Most Common Teaching Method When Teaching Students About the Dream of a Strong Country and Socialist Ideological and Political Education?			
Lecture Method	First Stage	17	90%
	Second Stage	19	
Discussion Method	First Stage	15	75%
	Second Stage	15	
Case System	First Stage	13	65%
	Second Stage	13	
Topic Teaching Method	First Stage	5	30%
	Second Stage	7	
Differential Teaching Method	First Stage	5	25%
	Second Stage	5	

(b) Lack of relevance and span of educational methods: In the question “Is there a difference between the teaching methods used by teachers of the second-phase ideological and political science course and those used by

teachers of the first-phase ideological and political science course in educating about the dream of a strong China?” Only 14.8% of the students chose “there is a big difference”, 61.2% chose “there is some difference, but the difference is very small”, 15.5% chose “there is no difference”, 8.5% chose “there is no difference”, and 8.5% chose “there is no difference”. A further 15.5% chose “no difference” and 8.5% chose “not sure”. Summarizing the interviews with teachers and the survey of students above, it can be understood that the problem of articulation of different educational methods is also manifested in the lack of relevance and the lack of obviousness of the span. According to the teaching characteristics, the first stage of the Civic and Political Science class is more suitable for teaching in the context of teaching, case study teaching and other educational methods focusing on experiential teaching, to stimulate patriotism feelings. The second stage of the Civic and Political Science class is more suitable for the teaching of discursive teaching, issue-based teaching and other educational methods focusing on thought leadership to guide the students' dream of a strong country. However, in the actual teaching, some teachers teach for the sake of teaching, blindly choosing educational methods only from this part of the educational content, without paying attention to the differences between the school segments, resulting in educational methods detached from the students' reality and lack of relevance.

(4) Problems of the Teaching Staff: Through the survey, it is found that part of the teachers cannot grasp the relevant teaching contents from the overall perspective due to the lack of solid professionalism, and they only implement the teaching according to the teaching objectives, contents and teaching methods of the current school section, which leads to the students' feeling of “tastelessness” for the repetitive contents of the teaching of the Dream of a Stronger China and Socialist Civic and Political Thinking and the “lack of relevance” for the teaching of the Dream of a Stronger China and Socialist Civic and Political Thinking. As a result, students feel “tasteless” to the repetitive contents of the teaching of China's dream of a strong nation and socialist ideology and politics, “unable to start” to the difficult parts of the teaching of China's dream of a strong nation and socialist ideology and politics, and “uniform” to the teaching of China's dream of a strong nation and socialist ideology and politics. In addition, in actual teaching, some Civics teachers lack the enthusiasm and initiative to communicate and exchange ideas, and their willingness to exchange and cooperate is not very strong, which leads to the problem that the teaching of “China's Strong National Dream” in each section of the

school still exists in its own way, each sweeping the snow in front of the door.

2.3 Integration of Socialist Civics Classes for Strong National Dream Education Promotion Strategy

2.3.1 Create a Favorable Campus Ideological Environment Around the Dream of a Strong China

Based on the socialist civic education mode under the guidance of “China's Dream of Strengthening the Nation”, it is necessary to pay attention to the effective construction of the campus civic environment, so as to reflect the value of the environment in nurturing people and really do a good job in providing scientific guidance to young students. According to the growth rules and cognitive characteristics of students, in the construction of campus environment, teachers should pay attention to the joint role of network environment and campus material environment, which can satisfy the pursuit of students' spiritual civilization and at the same time, really give full play to the effect of environmental education. For young students, the campus environment is closely related to their own learning and development, and from the perspective of ideological and political education, the development of ideological and political education is closely related to the external environment in which students live, so teachers need to consider the value of the environment for ideological and political education. Teachers can use new media tools to publicize and promote the relevant cases of ideological and political education, so that students can contact socialist ideological and political theories anytime and anywhere in the network learning, and always maintain a positive state of mind in the process of growth.

2.3.2 Integrate the Material Resources of Civic and Political Education Around the Dream of a Strong China

Behind “China's dream of a strong country” contains a wealth of material resources for civic education. In order to realize the continuous improvement of the socialist ideological and political education model, teachers should take into account the comprehensive expansion of different types of civic education resources, on the one hand, to bring the actual cases close to the life in front of the students, on the other hand, also take into account the reasonable use of the current affairs of the society. On the other hand, they should also consider the reasonable use of social current affairs, so as to truly expand the resources of civic and

political education from multiple perspectives. Teachers must keep abreast of the times in integrating and utilizing the resources of Civic and Political Education, pay attention to the needs of students' knowledge system construction, and combine with the real situation of students in order to realize the rational use of educational resources. The application of current social events should also keep pace with the times. Teachers should select educational materials that are truly suitable for students according to the problems they face in actual learning and their professional learning feedback when applying relevant knowledge, so as to guide students to comprehensively enhance their self-knowledge and promote the effective adjustment of their learning status, and to further improve their comprehensive cognitive experience.

2.3.3 Innovating the Implementation of Civic and Political Education around the Dream of a Strong China

The optimization and innovation of the working mode of socialist ideological education should take into account the continuous adjustment of the way of education implementation. Teachers should optimize the organization of socialist ideological education activities in combination with the laws of learning and growth of young students, make new attempts on the implementation of ideological education according to the specific growth conditions of the students as well as their actual learning needs, and bring students a deep experience on the basis of it. Help students solve problems while promoting students' personality development. To comprehensively promote the innovation and optimization of civic and political education, teachers need to combine with the growth needs of students, adopt innovative teaching modes such as the flipped classroom to help students strengthen their learning experience, and guide students to explore on their own through the project-driven approach, so as to highlight the initiative of adolescent students and promote the further optimization of the socialist civic and political education work (Pampel et al., 2024; Posey et al., 2024).

3. IMPLEMENTATION OF THE DREAM OF A STRONG CHINA AND SOCIALIST CIVIC AND POLITICAL INTEGRATION EDUCATION

3.1 Implementation of Integrated Civic and Political Education

The purpose of this experiment is to investigate the impact on students'

values in various aspects, including patriotism, responsibility, socialist core values, scientific and innovative spirit, pursuit of values, and traditional culture, in the context of the implementation of strategic and innovative ideological and political education on China's dream of a strong nation and socialism.

3.1.1 Targets for Implementation

This experiment takes junior class 3 and junior class 5 of a university in a certain city as the research object, the number of both classes is 52, totaling 104 students, and the lecturer is the same person, of which class 5 is the control class (class A) and the other class is the experimental class (class B).

3.1.2 Implementation Process

(1) Experimental independent variable: The independent variable of this study is the education of China's strong national dream and socialist ideology, and the experimental group adopts the teaching of China's strong national dream and socialist ideology under the advancement strategy, while the control group adopts the conventional teaching method for teaching.

(2) Experimental dependent variable: Listening to experts' opinions and reviewing relevant literature. It is determined that the experimental indicators of this study are socialist Civics literacy awareness, including patriotism sentiment, responsibility, socialist core values, scientific innovation spirit, value pursuit, and traditional culture.

(3) Control of experimental irrelevant variables: a. Before the experiment, students' strong national sentiment, sense of responsibility, socialist core values, scientific spirit and civic character, Civics learning attitudes, and learning achievements were analyzed, and there was no significant difference. b. In order to reflect the actual teaching effect more accurately, this study adopts the single-blind experimental method for research. c. The experimental groups are consistent in terms of teaching hours, teaching venues and other hardware facilities.

(4) Experimental index test content: a. The performance of Civics and political education in the two classes before and after the experiment. b. Tests of interest in Civics and Politics learning and ideological and political awareness of the two classes before and after the experiment. All the student questionnaires are distributed by myself, before the experiment on the questionnaire topics explained to the students, explaining the

requirements for filling out the questionnaire and the content of the questionnaire, the distribution of the questionnaire requires students to independently complete the questionnaire in the classroom under the supervision of the teacher within 20 minutes.

3.1.3 Teaching Tests

The time span of this study lasted from mid-September to mid-December, about 12 weeks long. The whole research process includes three stages: pre-implementation preparation, teaching practice and post-implementation. The ideological and political test questionnaire was distributed to the two classes before the experiment to explore whether there were any differences between the two classes before the experiment. At the end of the semester, the teaching effect of the experimental class was evaluated by using the same Civic and Political Attitude Test questionnaire to test the experimental class again at the end of the experiment, counting and comparing the scores of the experimental class on the pre-test and the post-test, and calculating the average scores of the experimental class on the pre-test and the post-test on the different dimensions, so as to understand the change of the students' attitude towards ideology and morality in the experimental class. The interval between the two tests is 12 weeks, according to the German psychologist Ebbinghaus memory law research, in one month the knowledge memory will be forgotten 79%, 2 and a half months will be forgotten more, that is, the experimental pre-test has very little influence on the experimental post-test, both tests can reflect the real level of students' thinking attitude at that time.

3.2 Results and Analysis of the Implementation of Integrated Education

3.2.1 Analysis of the Level of Students' Civic and Political Quality

The results of the comparison of the data of the two groups of students in the six dimensions of patriotism and other dimensions show that $P > 0.05$, there is no significant difference, which indicates that the Civic and Political Quality of the two groups of students before the start of the experiment is at the same level, and they have the conditions for the experiment, so they can carry out the next step of the experiment.

(1) Difference in the level of Civics and Politics quality between the post-test experimental class and the control class group: Through 12 weeks, 24 hours of Civics teaching design practice, for the two groups of students to

carry out the Civics quality of the questionnaire scale statistics, and through the SPSS statistical software for independent samples T-test, post-test experimental class and the control class between the level of Civic and political quality of the difference between the two groups as shown in Table 3. From the table, the mean values of the students in the experimental class are all higher than those of the students in the control class, and the difference in the mean values is 1.129, 0.994, 1.152, 0.894, 1.002, 1.038, which shows that compared with the traditional Civic and Political Teaching Design, the advancement of the strategy to promote the Chinese dream of a strong nation and the socialism Civic and political education design can significantly improve the level of students' Civic and political quality (Gio & Rosmaini, 2018). Analyzing the reasons, advancing the strategy of China's dream of a strong nation and socialist Civics education design by digging and integrating Civics elements, clarifying Civics objectives, optimizing the teaching content, and at the same time, using verbal incentives, situational teaching methods, group teaching methods, games, competitions, and other teaching methods to infiltrate into the whole teaching process of Civics, so that the students are affected by the positive impact of the subconsciousness, and gradually cultivate patriotism, responsibility, socialist core values, scientific innovation spirit, value pursuit, traditional culture and other good ideological and political qualities. The students are positively influenced by the subtle influence, and gradually cultivate good ideological and political qualities such as patriotism, responsibility, socialist core values, spirit of science and innovation, pursuit of values, traditional culture, and so on.

Table 3: Test after the difference of ideological and political quality between the two teams

Dimension	Control Class	Experimental Class	T	P
Patriotism	2.882±0.456	4.011±0.511	9.851	0.001
Responsibility	2.895±0.523	3.889±0.523	7.882	0.000
Core Values of Socialism	2.877±0.559	4.029±0.517	8.045	0.002
Scientific Innovation Spirit	3.062±0.507	3.956±0.565	8.517	0.013
Value Pursuit	2.899±0.388	3.901±0.548	7.984	0.000
Traditional Culture	2.959±0.412	3.997±0.553	8.563	0.005

(2) Differences between the pre-test and post-test of the level of ideological and political quality in the control class group: At the end of the teaching experiment on the control class students' Civic and political quality before and after comparative analysis, the control class Civic and political quality level pre-test and post-test data comparison results are shown in Table 4. Through the paired-sample t-test, it was found that there

was no significant difference between the two groups of data ($P>0.05$), and the mean values of the six dimensions such as patriotism sentiment fluctuated slightly, but they were not much different from the results of the pre-test. This indicates that the socialist civic education without the integration of China's strong dream has a small impact on the level of students' civic quality.

Table 4: Before and after comparing the ideological and political quality level in Class B

Dimension	Control Class	Experimental Class	T	P
Patriotism	2.772±0.433	2.882±0.456	-1.112	0.338
Responsibility	2.756±0.484	2.895±0.523	0.799	0.359
Core Values of Socialism	2.701±0.585	2.877±0.559	1.387	0.421
Scientific Innovation Spirit	2.879±0.562	3.062±0.507	2.454	0.078
Value Pursuit	2.671±0.448	2.899±0.388	1.438	0.211
Traditional Culture	2.768±0.339	2.959±0.412	-1.897	0.763

(3) Differences between the pre-test and post-test of the level of ideological and political qualities in the experimental class group: After the implementation of 24 hours of China's strong national dream and socialist ideological education path, the data of students in the experimental class in the six aspects of patriotism sentiment and other data were compared with those before the experiment, and the results of the comparison between the pre-test and post-test data of the level of ideological and political quality in the experimental class are shown in Table 5. A paired-sample t-test found that all $P < 0.05$, with significant differences, and the mean values after the experiment were higher than those before the experiment, with an increase of 1.227, 1.037, 1.334, 1.068, 1.245, and 1.226, respectively. Indicating that there is a significant improvement in the students' quality of ideology after the education of China's Strong Dream and Socialist Ideology and Politics.

Table 5: Before and after comparing the ideological and political quality level in Class A

Dimension	Control Class	Experimental Class	T	P
Patriotism	2.784±0.441	4.011±0.511	10.42	0.000
Responsibility	2.852±0.511	3.889±0.523	9.85	0.000
Core Values Of Socialism	2.695±0.509	4.029±0.517	9.61	0.000
Scientific Innovation Spirit	2.888±0.555	3.956±0.565	10.03	0.000
Value Pursuit	2.656±0.467	3.901±0.548	8.99	0.000
Traditional Culture	2.771±0.345	3.997±0.553	7.56	0.000

3.2.2 Analysis of Classroom Observation Results

Observation of the entire classroom teaching to test the rationality of

China's dream of a strong nation and socialist ideological education. One lesson is observed every two weeks, and the three observers can negotiate the specific observation time, but the interval between the two observations must be more than 10 days and less than 14 days, and the lecturer does not know whether there is a classroom teaching observer in the lesson before the official class. Since the online teaching also uses the whole class to turn on the camera, the observer can also observe the changes in the classroom teaching. 6 teacher classroom teaching observations were conducted in 12 weeks, and a total of 19 classroom transcripts were received. The results of the teachers' classroom observations are shown in Table 6. Through the six classroom observations, it was found that classroom teaching was being continuously improved, and China's dream of a strong nation and socialist ideological education were further revised and improved in the process. At first, when the teacher throws out a Civics element, most students can think positively and give timely feedback, and some students show some confusion. Students are more willing to hear case stories that are closely related to them or happen at the moment, so it is necessary to adjust the integration point of the Civic and Political Element and the Dream of a Strong China.

Table 6: Observation results of teachers' classroom teaching

Dimension	Outstanding	Good	General	Improvement	Discontent	Unobserved
Pedagogical Performance	5	8	4	1	1	0
Curriculum Planning	4	9	5	1	0	0
Resource Utilization	7	7	3	1	1	0
Teaching Object Feedback	6	10	1	1	1	0

3.2.3 Satisfaction Analysis

After carrying out a three-month teaching experiment, a student satisfaction survey was conducted to collect overall opinions and feedback mainly on the ideological and political education classroom after applying the advancing strategy of China's strong national dream and socialist ideological education, and the results of the student satisfaction survey are shown in Table 7. Two topics were set for each of the nine dimensions of value orientation, integration of the strong national dream, ideological and political resources, discussion and interaction, reflection and evaluation, activity organization, technical support, resource pushing, and ideological

and political teaching, and the mean values of these nine dimensions ranged from 3.784 to 4.271, which were all more than 3 and close to the value of 4, which indicates that in the students' feedback, they chose the "basic agreement". "Students think that the teaching content of China's strong national dream and socialist ideological and political education under the promotion strategy is rich, can lead the ideological literacy and moral sentiment, and has a certain value-led role, and the students are more recognized for the ideological and political classroom during the experimental period, which indicates that the promotion strategy of China's strong national dream and socialist ideological and political education builds up an effective classroom environment.

Table 7: Student Satisfaction Survey

Content	Item	Mean	Standard Error
Value Orientation	Q1	3.734	1.074
	Q2	3.834	1.064
The Dream of a Strong Country	Q3	4.022	1.141
	Q4	4.169	1.042
Ideological and Political Resources	Q5	4.189	0.904
	Q6	3.751	1.209
Discussion Interaction	Q7	4.501	0.593
	Q8	3.881	1.174
Reflective Evaluation	Q9	4.212	0.936
	Q10	3.933	1.225
Active Organization	Q11	3.785	1.21
	Q12	3.972	1.051
Technical Support	Q13	4.499	0.875
	Q14	4.043	1.118
Resource Push	Q15	3.858	1.223
	Q16	4.021	1.129
Ideological and Political Teaching	Q17	4.356	0.928
	Q18	4.12	1.032

4. CONCLUSION

Aiming at the current Chinese dream and socialist ideological and political education, there are problems such as insufficient articulation of educational goals, insufficient mastery of educational content, single educational method, inappropriate articulation, and the overall quality of the teaching team, the study proposes to create a good campus ideological and political environment around the dream of a strong China, to integrate ideological and political education materials and resources, and to promote the ideological and political education for a strong China and socialism

through innovative educational methods. The study then explores the influence and educational effects on students' ideological and political quality in various aspects when implementing the ideological and political education on China's dream of a strong nation and socialism under the promotion strategy. After the implementation of the path of China's strong national dream and socialist ideological and political education under the advancement strategy, the experimental class's patriotism, responsibility, socialist core values, scientific and innovative spirit, pursuit of values, and traditional culture were higher than those before the experiment, by 1.227, 1.037, 1.334, 1.068, 1.245, and 1.226 respectively, and there was a statistically significant difference ($P < 0.05$), there is a significant improvement in the quality of students' ideology and politics after China's strong national dream and socialist ideology and politics education. In addition, the teaching content of the Civic and Political Education on China's Strong National Dream and Socialism under the promotion strategy is rich, which can lead the ideological quality and moral sentiment, and has a certain value-led role.

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