

# Research on the coupling mechanism between regional economic resources and the integrated construction of ideological and political courses in primary, secondary and tertiary schools—a case study of Hainan Province

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**Abstract.** The integrated construction of ideological and political courses in primary, secondary and tertiary schools in the new era needs to break through the dilemma of "closed-door teaching". As an important practical carrier of ideological and political education, the in-depth coupling between regional economic resources and the integration of ideological and political courses is a key path to implement "fostering virtue through education" and serve local economic development. Supported by the theory of combining education with productive labor and the theory of human growth laws, this paper focuses on Hainan's characteristic economic fields such as tropical agriculture, tourism, ecological resources, aerospace resources, maritime industry and free trade port construction. Combined with the institutional design and practical activities of the integrated ideological and political courses carried out in Hainan Province, it constructs a "five-in-one" coupling mechanism of "goal-content-carrier-subject-evaluation", and puts forward practical paths including resource integration, curriculum construction, teaching innovation, teacher training and guarantee optimization. It provides theoretical reference and practical paradigm for regional economic resources to empower the integrated construction of ideological and political courses.

**Keywords:** regional economic resources, integration of ideological and political courses in primary, secondary and tertiary schools, coupling mechanism, combination of education with productive labor, Hainan free trade port, optimization of practical paths

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## 1. Introduction

The General Office of the Ministry of Education clearly proposed in the "Notice on Carrying out the Construction of an Integrated Community of Ideological and Political Courses in Primary, Secondary and Tertiary Schools" that "we should pay attention to resource integration, further promote the integrated construction of ideological and political courses in primary, secondary and tertiary schools, effectively enhance the pertinence and effectiveness of ideological and political courses, and better cultivate people with the Party's innovative theories" [1]. Regional economic resources are "living textbooks" for local social development. The ideological and political elements contained in them, such as family and country feelings, fighting spirit and innovation awareness, provide rich practical materials for the integration of ideological and political courses. As the only provincial-level special economic zone and free trade port in China, Hainan's advantages in tropical agriculture, international tourism, national ecological civilization pilot zone, Wenchang Space Launch Center, maritime node of the "Maritime Silk Road" and free trade port policies constitute a unique regional economic resource system, providing a natural "laboratory" for the integrated construction of ideological and political courses in primary, secondary and tertiary schools. At the same time, the Department of Education of Hainan Province attaches great importance to promoting the integrated construction of ideological and political courses in primary, secondary and tertiary schools. On April 9th, Li Hu, Director of the Department of Education of Hainan Province, wrote an article in Hainan Daily entitled "Correctly Handling the 'Five Relationships' to Fully Promote Hainan's Education to Gather Momentum for Breakthrough and Improve Both Quantity and Quality", proposing to further promote the "great ideological and political course" model of "base construction + practical activities + brand building" and push the integrated construction of ideological and political courses in primary, secondary and tertiary schools in Hainan to the forefront of the country [2]. To this end, Hainan Province has constructed a three-level linkage mechanism of "province-city-

school" and carried out practical activities such as "walking ideological and political courses" and "Free Trade Port Youth Speech". However, the coupling between regional economic resources and the integration of ideological and political courses still has problems such as "fragmented resources", "disconnected academic stages" and "superficial practice", which requires the construction of a systematic coupling mechanism at the theoretical level. Domestic scholars have carried out research on "academic stage connection" [3] and "resource integration" [4] of the integration of ideological and political courses in primary, secondary and tertiary schools, but most of them focus on curriculum content or red resources, and the excavation of regional economic resources is insufficient; local research in Hainan mostly focuses on the construction of the free trade port or the ideological and political value of a single resource (such as aerospace and ecology) [5], and has not formed a systematic coupling framework of "economic resources - ideological and political integration". This paper is carried out based on this.

## **2. Theoretical basis for the coupling between regional economic resources and the integrated construction of ideological and political courses in primary, secondary and tertiary schools**

### **2.1. Theory of combining education with productive labor: the "practical logic" of coupling**

Marx pointed out in *Das Kapital*: "The combination of productive labor with intellectual and physical education is not only a method of improving social production, but also the only method of cultivating fully developed people" [6]. Mao Zedong put forward the educational policy that "education must serve the proletarian politics and must be combined with productive labor". General Secretary Xi Jinping further emphasized that "we should promote the spirit of labor among students, educate and guide them to respect labor, value labor, and understand the truth that labor is the most glorious, noble, great and beautiful".

This theory provides the core guidance for coupling: the integrated construction of ideological and political courses in primary, secondary and tertiary schools cannot be separated from the practice of "productive labor", and regional economic resources are the specific carriers of local "productive labor" - the planting labor of Hainan's tropical agriculture, the service labor of tourism, the innovative labor of the aerospace industry, and the cross-border trade labor of the free trade port are all "living classrooms" for ideological and political education. Through "ideological and political + labor practice", students can not only understand the laws of regional economic development, but also cultivate a sense of social responsibility and fighting spirit in labor, realizing the unity of "cognition-emotion-action".

### **2.2. Theory of human growth laws: the "academic stage logic" of coupling**

Erikson's theory of psychosocial development points out that the primary school stage (6-12 years old) needs to cultivate a "sense of industry", the middle school stage (12-18 years old) needs to establish "ego identity", and the university stage (18-22 years old) needs to form "intimacy and social responsibility" [8]; Piaget's theory of cognitive development also emphasizes that students' cognition needs to go through four stages: "sensorimotor - preoperational - concrete operational - formal operational" [9].

This theory requires that the coupling between regional economic resources and the integration of ideological and political courses in primary, secondary and tertiary schools must follow the principle of "academic stage adaptation": the primary school stage focuses on "perceptual cognition", stimulating hometown feelings by visiting tropical farms and ecological parks; the middle school stage focuses on "rational understanding", analyzing the national significance of space launches and free trade port policies; the university stage focuses on "innovative practice", participating in the research and development of tropical agricultural technologies and the investigation of cross-border trade in the free trade port, realizing the academic stage connection of "resource integration - cognitive upgrading - value shaping".

## **3. Realistic basis for the coupling between Hainan's regional economic resources and the integrated construction of ideological and political courses in primary, secondary and tertiary schools**

### **3.1. Deconstruction of ideological and political elements in Hainan's characteristic economic resources**

Hainan's regional economic resources cover six major fields: "agriculture - tourism - ecology - aerospace - maritime industry - free trade port". The ideological and political elements contained in them have the characteristics of "regionality, era and practicality", as shown in Table 1 below:

**Table 1.** Examples of deconstruction of ideological and political elements in Hainan's characteristic economic resources

Resource Type	Specific Carriers	Core Ideological and Political Elements	Educational Orientation
Tropical Agriculture	Nanfan Breeding Base, Rubber Industrial Park, Chengmai Selenium-enriched Industrial Park, Tropical Fruit Base	Scientist spirit of Yuan Longping's "dream of enjoying the cool under the rice canopy"; awareness of invigorating agriculture through science and technology; responsibility for rural revitalization	Traditional virtues of collective collaboration and hard work (rubber planting history); cultivating agricultural feelings and the belief of serving the country through science and technology
International Tourism	Sanya International Duty-Free City, Boao Forum for Asia in Qionghai, Red Detachment of Women Memorial Park, Yanoda Tropical Rainforest	Awareness of openness and inclusiveness; international perspective; inheritance of red culture; concept of green development	Shaping service awareness and patriotism; cultural confidence in the integration of culture and tourism
Ecological Resources	Tropical Rainforest National Park, Dongfang Wind Power Base, Haikou Jiangdong New Area Wetland	Concept of ecological civilization; awareness of green development; ecological ethics of a community with a shared future for life; sense of responsibility	Establishing the values of "lucid waters and lush mountains are invaluable assets"; modernization of harmonious coexistence between humans and nature
Aerospace Resources	Wenchang Space Launch Center, Aerospace Science Popularization Center, Aerospace Science and Technology Industrial Park	Inheritance of the spirit of aerospace (especially capable of enduring hardship and fighting); national strategy of independent innovation in science and technology; innovation-driven development; spirit of scientific and technological innovation	Stimulating scientific and technological confidence and a sense of mission for national rejuvenation; national pride; ambition to serve the country through aerospace
Maritime Industry	Yangpu International Port, Sanya Yazhou Bay Science and Technology City, Ocean-going Fishery Base	Awareness of maritime power; culture of the "Maritime Silk Road"; pioneering spirit; Chinese plan for a community with a shared future for the oceans	Cultivating maritime feelings and a global governance perspective
Free Trade Port Construction	Jiangdong New Area Cross-border E-commerce Park, Haikou Comprehensive Bonded Zone, International Energy Trading Center	Awareness of reform and innovation; institutional confidence; sense of responsibility to serve the national strategy; international perspective of rule connection	Enhancing the sense of participation and responsibility in the construction of the free trade port

### 3.2. Current situation of the integrated construction of ideological and political courses in primary, secondary and tertiary schools in Hainan

Hainan Province has promoted the integrated construction of ideological and political courses in primary, secondary and tertiary schools from both "institutional design" and "practical activities", laying the foundation for the formation of a coupling mechanism:

**Institutional design:** The General Office of the Ministry of Education pointed out in the "Notice on Printing and Distributing the Articles of Association of the Steering Committee for the Integrated Construction of Ideological and Political Courses in Primary, Secondary and Tertiary Schools of the Ministry of Education" that it is necessary to strengthen the overall guidance for the construction of ideological and political courses in different academic stages, further promote the "three entries" of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, promote the high-quality development of school ideological and political courses in the new development stage, give full play to the key role of ideological and political courses in fostering virtue through education, and establish the Steering Committee for the Integrated Construction of Ideological and Political Courses in Primary, Secondary and Tertiary Schools of the Ministry of Education [10]. In accordance with the requirements of the articles of association, Hainan Province has taken active actions to promote the implementation of the work. For example, Hainan Normal University, as the leading unit for the construction of the national "integrated community of ideological and political courses in primary, secondary and tertiary schools", has issued the "Implementation Plan for Fully Promoting the Construction of 'Great Ideological and Political Courses' in Hainan Normal University", constructing a school

"great ideological and political course" education model with "classroom teaching as the main channel, social practice as the big classroom, online ideological and political education as the big platform, teaching staff as the big teachers, and collaborative education as the big pattern". Through the "four ones" model of "establishing a teaching team, exploring a teaching model, building a professional think tank, and cultivating a group of outstanding talents", it has steadily promoted the integrated construction of ideological and political courses in primary, secondary and tertiary schools [11].

Practical activities: A series of "walking ideological and political courses" have been carried out. At the primary school stage, "tropical orchard research" (such as Haikou Yongxing Lychee Base) is organized, and students understand agricultural production through picking and observation; at the middle school stage, "aerospace research camps" (Wenchang Launch Center) are carried out, inviting aerospace engineers to explain the principles of rocket launches and writing essays on "My Aerospace Dream"; at the university stage, the "Free Trade Port Research Program" is implemented. Universities such as Hainan University and Hainan Normal University organize students to conduct research in Jiangdong New Area, Yangpu Port and other places, forming a number of ideological and political education practice reports with Hainan's economic characteristics.

In addition, activities such as "Little Ecological Guardians" (tree planting in tropical rainforests), "Maritime Culture Festival" (simulated ocean-going navigation), and "Free Trade Port Youth Forum" have been held, realizing the initial linkage of "resources - practice - ideological and political education".

#### **4. Construction of the coupling mechanism between Hainan's regional economic resources and the integrated construction of ideological and political courses in primary, secondary and tertiary schools**

Based on the theoretical and realistic basis, this paper constructs a "five-in-one" coupling mechanism of "goal-content-carrier-subject-evaluation" to realize the systematic integration of regional economic resources and the integration of ideological and political courses.

##### **4.1. Goal coupling: anchoring the dual orientation of "cultivating people" and "prospering the province"**

Goal coupling is the core of the coupling mechanism, which needs to realize the unification of "ideological and political education goals" and "Hainan's development goals".

Ideological and political education goals: Cultivating socialist builders with "Hainan feelings, national awareness and international perspective", which is specifically manifested as: "loving hometown" at the primary school stage, "identifying with national strategies" at the middle school stage, and "serving the construction of the free trade port" at the university stage.

Hainan's development goals: Building an "international tourism and consumption center, a national ecological civilization pilot zone, a national major strategic service guarantee zone" and a high-level free trade port.

The coupling point between the two lies in guiding students to combine "personal growth" with "Hainan's development" through ideological and political education. For example, cultivating tropical agricultural talents to serve rural revitalization, aerospace majors to engage in the Wenchang aerospace industry, foreign language majors to participate in cross-border services in the free trade port, normal majors to serve rural schools and international education in Hainan, and medical majors to closely follow the "Healthy Hainan" strategy and participate in the international medical practice in Boao Lecheng, so as to realize the two-way empowerment of "cultivating people" and "prospering the province".

##### **4.2. Content coupling: following the resource integration logic of "academic stage adaptation"**

According to the laws of human growth, Hainan's characteristic economic resources are integrated into the content of ideological and political courses in different academic stages, forming a progressive chain of "perceptual - rational - practical": (see Table 2: Examples of Academic Stage Adaptation between Hainan's Economic Resources and Ideological and Political Content)

**Table 2.** Examples of academic stage adaptation between Hainan's economic resources and ideological and political content

Key Content Acad of emic Ideological Stage and Political Courses		Ways of Integrating Regional Economic Resources	Educational Goals
Primary School	Moral cultivation, hometown cognition	1. Visiting tropical fruit bases to recognize crops such as pineapples and mangoes; 2. Participating in "garbage classification" practice in tropical rainforests; 3. Watching short videos of Wenchang space launches	Stimulating love for hometown; cultivating basic labor habits and environmental awareness
Junior High School	National conditions education, history and culture	1. Learning the "revolutionary history of the Qiongya Column", combined with red tourism resources; 2. Analyzing the relationship between Hainan's geographical environment and tropical agriculture; 3. Holding theme class meetings on "Aerospace and National Strength"	Understanding Hainan's historical status; establishing national pride
Senior High School	Political identity, scientific spirit	1. Interpreting the "Overall Plan for the Construction of Hainan Free Trade Port" and discussing the significance of free trade port policies; 2. Exploring the balance between "tropical rainforest protection and economic development"; 3. Analyzing the role of Yangpu Port in the "Maritime Silk Road"	Forming rational thinking; identifying with national strategies
University	Social responsibility, innovation awareness	1. Participating in the research on "smart planting" technology of tropical agriculture (cooperating with the College of Agriculture of Hainan University); 2. Writing research reports on "Suggestions for the Development of Cross-border E-commerce in the Free Trade Port"; 3. Participating in voluntary activities of aerospace science popularization (Wenchang Launch Center)	Cultivating innovation ability and sense of responsibility to serve the free trade port

#### 4.3. Carrier coupling: constructing a "diversified and three-dimensional" ideological and political practice platform

Carrier coupling is the "bridge" for converting resources into ideological and political power, which needs to transform Hainan's economic resources into perceptible and participable ideological and political carriers:

1. Base carriers. Integrate existing resources to establish a "cluster of Hainan ideological and political practice bases", which are divided into six types: tropical agricultural bases (Chengmai Selenium-enriched Industrial Park, Hainan Rubber Museum), tourism ideological and political bases (Red Detachment of Women Memorial Park, Sanya Duty-Free City), ecological ideological and political bases (Tropical Rainforest National Park, Dongfang Wind Power Base), aerospace ideological and political bases (Wenchang Space Launch Center, Aerospace Science Popularization Center), maritime ideological and political bases (Yangpu International Port, Yazhou Bay Science and Technology City), and free trade port ideological and political bases (Jiangdong New Area, Haikou Comprehensive Bonded Zone). Each base is equipped with a double tutor system of "ideological and political counselor + industry expert".

2. Activity carriers. Innovate the "ideological and political +" activity forms, such as "simulated CPPCC proposals for the free trade port" (senior high school students writing "Suggestions for Optimizing Hainan's Tourism Services"), "tropical agricultural labor week" (college students participating in rubber tapping practice), "aerospace innovation design competition" (middle school students designing models of "Future Hainan Aerospace City"), and "maritime culture research" (primary school students experiencing sailing), realizing "educating people through activities".

3. Digital carriers. Build a "Hainan ideological and political resource cloud platform", upload regional economic resource materials (such as live broadcasts of space launches, documentaries on free trade port construction, and popular science videos on tropical agricultural technologies), and develop VR research modules (virtual visits to tropical rainforests and space launch centers) to solve the problem of "geographical restrictions" and realize resource sharing.

#### 4.4. Subject coupling: forming a "collaborative linkage" education community

Subject coupling needs to integrate multiple subjects such as "ideological and political teachers, industry experts, schools, enterprises and families", breaking the education pattern of "fighting alone".

1. Collaboration between ideological and political teachers and industry experts. Organize ideological and political teachers from primary, secondary and tertiary schools to carry out "practical training" in Hainan Rubber Group and Wenchang Space Launch Center, and invite agricultural technicians, aerospace engineers and free trade port managers to "enter the classroom", such as inviting the person in charge of Yangpu Port to explain "port economy and national strategies".

2. Collaboration between schools and enterprises. Colleges and universities cooperate with Hainan Airlines to carry out ideological and political practice of "free trade port international services", and students participate in cross-border services at airports; primary, secondary and tertiary schools co-construct "ecological ideological and political laboratories" with the Administration of Tropical Rainforest National Park to jointly develop courses.

3. Collaboration between schools and families. Carry out "family ideological and political practice day", organize parents and students to jointly participate in "tropical orchard picking" and "free trade port exhibition visit", and strengthen the ideological and political effect through "parent-child interaction".

#### 4.5. Evaluation coupling: establishing an integrated evaluation system of "process + result"

Evaluation coupling is the "baton" to ensure the implementation of the coupling mechanism, which needs to break the traditional "examination paper evaluation" model and establish a diversified evaluation system.

1. Evaluation content. Taking into account both "ideological and political literacy" and "local service capabilities", such as evaluating "labor participation and environmental awareness" at the primary school stage, "understanding of free trade port policies" at the middle school stage, and "quality of research reports and practical contributions" at the university stage.

2. Evaluation methods. Combining "process evaluation + summative evaluation", process evaluation includes research reports, practice records and activity performance (such as the duration of voluntary aerospace science popularization), and summative evaluation includes thematic papers and project results (such as simulated CPPCC proposals).

3. Evaluation subjects. Implementing a diversified evaluation of "school + base + enterprise", such as the practice of students in the free trade port base is scored jointly by school ideological and political teachers and base managers to ensure the objectivity of the evaluation.

### 5. Optimization of practical paths for the coupling between hainan's regional economic resources and the integrated construction of ideological and political courses

#### 5.1. Strengthen resource integration and establish a "Hainan characteristic economic ideological and political resource library"

Led by the Department of Education of Hainan Province, in conjunction with the Provincial Department of Agriculture and Rural Affairs, Department of Culture and Tourism, Development and Reform Commission and other departments, systematically sort out tropical agriculture, tourism, ecology, aerospace, maritime industry and free trade port resources, compile the "Catalogue of Hainan Regional Economic Ideological and Political Resources", and clarify the "ideological and political elements, applicable academic stages and usage methods" of each resource; establish a resource update mechanism to timely incorporate new achievements in the construction of Hainan Free Trade Port (such as the negative list of cross-border service trade and new space launch tasks) into the resource library to maintain the timeliness of resources.

#### 5.2. Deepen curriculum construction and compile "Hainan ideological and political textbooks for different academic stages"

Organize university experts, ideological and political teachers from primary and secondary schools, and industry representatives to jointly compile a series of school-based textbooks entitled Hainan Characteristic Economy and Ideological and Political Education, which are divided into primary school version (mainly pictures and texts, focusing on stories), junior high school version (mainly cases, focusing on cognition), senior high school version (mainly theories, focusing on analysis), and university version (mainly practice, focusing on research); integrate the textbook content into national ideological and political courses, such as incorporating Hainan Free Trade Port cases into the chapter of "economic globalization" in senior high school Ideological and Politics, and combining tropical agricultural labor practice with the chapter of "theory of practice" in university Basic Principles of Marxism.

#### 5.3. Innovate teaching methods and promote the regularization of "walking ideological and political courses"

Formulate the "Implementation Guidelines for Hainan's 'Walking Ideological and Political Courses'", clarifying that each academic stage carries out at least 2 research activities in the locations of regional economic resources every year; adopt teaching

methods such as "situational teaching" and "project-based learning", such as letting students explain Sanya Duty-Free City as "little tour guides of the free trade port" and investigate the biodiversity of tropical rainforests as "ecological researchers"; carry out "ideological and political practice camps" during winter and summer vacations, such as "Wenchang Aerospace Camp" and "Yangpu Maritime Camp", realizing the extension of "classrooms to practice sites".

#### 5.4. Strengthen teacher training and improve "coupling education capabilities"

Implement the "Hainan Ideological and Political Teacher Capacity Improvement Plan": organize ideological and political teachers from primary, secondary and tertiary schools to conduct research and practice in regional economic enterprises and bases for no less than 10 days every year; set up "training courses on ideological and political teaching for industry experts" to guide agricultural technicians, aerospace engineers to master ideological and political teaching methods and improve their ability to "enter the classroom"; establish a "pairing mechanism between university and primary and secondary school ideological and political teachers".

#### 5.5. Improve the guarantee mechanism to ensure the implementation of the coupling mechanism

1. Policy guarantee. Issue the "Guiding Opinions on Promoting the Integration of Hainan's Regional Economic Resources and the Integrated Construction of Ideological and Political Courses in Primary, Secondary and Tertiary Schools", clarifying the responsibilities of various departments (the Department of Education coordinates, and the Department of Agriculture and Rural Affairs, Forestry Department, Maritime Safety Administration, Department of Culture and Tourism, etc. provide resource support).

2. Financial guarantee. Set up a "special fund for the integrated construction of ideological and political courses in Hainan" to support the construction of resource libraries, textbook compilation, and subsidies for research activities (such as reducing or exempting research fees for rural students).

3. Institutional guarantee. Incorporate the integration of regional economic resources into ideological and political courses into the school running quality evaluation system, and take it as an important indicator for the evaluation of primary and secondary schools and the assessment of ideological and political work in universities.

## 6. Conclusion

Supported by the theory of combining education with productive labor and the theory of human growth laws, this paper constructs a "five-in-one" coupling mechanism of "goal-content-carrier-subject-evaluation" by combining Hainan's characteristic economic resources and the practice of integrating ideological and political courses. Its essence is the coordination between "practical education" of ideological and political education and "local development", which needs to follow the logic of "theoretical guidance - resource deconstruction - mechanism construction - path optimization". Theoretically, it enriches the "regionalization" theoretical dimension of the integrated construction of ideological and political courses in primary, secondary and tertiary schools, making up for the deficiency of "emphasizing macro and neglecting local" in existing research. Practically, it provides an ideological and political education plan for cultivating talents who "know Hainan, love Hainan and build Hainan" for the construction of Hainan Free Trade Port, and at the same time provides a replicable practical path for other regions to promote the integration of ideological and political courses by using local economic resources.

As a free trade port, Hainan's ideological and political value of regional economic resources is unique. With the advancement of the construction of the free trade port, the ideological and political elements of emerging resources such as "cross-border finance and international medical care" can be further explored in the future, and the practical innovation of "ideological and political + free trade port" can be deepened.

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