

# Analysis of the Current Situation and Hotspots of Domestic “Grand Ideological and Political Courses” Research

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**Abstract:** Comprehensively promoting the construction of “Grand Ideological and political courses” is an inevitable requirement for implementing the fundamental task of fostering virtue and nurturing talent in the new era. Bibliometric analysis was carried out using CiteSpace software. Taking 402 core journal articles in the CNKI database as samples, the hot topics and trends of domestic “Big ideological and political courses” research were visually sorted out. Research shows that the academic community’s attention to “grand ideological and political courses” has been continuously rising, and research hotspots revolve around themes such as “grand ideological and political courses”, “ideological and political courses”, and “moral education and talent cultivation”. Research suggestions for future “Grand Ideological and Political Courses”: establish a rich cooperative network, strengthen the integration of theory and practice, and deepen the application of information technology.

**Keywords:** “Grand Ideological and Political Course” CiteSpace; Visual Analysis

We should make good use of the “Grand Ideological and Political Class”<sup>[1]</sup>. However, some universities do not attach sufficient importance to the construction of “grand ideological and political courses”. They have weak awareness and insufficient ability in opening up ideological and political courses and integrating social resources. Some classroom teaching is disconnected from reality. The construction of “grand ideological and political courses” in China urgently needs to be further advanced.

## 1. Data Sources and Research Tools

### 1.1 Data sources and research tools

Core journals are highly influential publications recognized by the academic community, representing the cutting-edge and high level of discipline research. Taking “Grand Ideological and Political Course” as the search theme, advanced search operations were carried out in the CNKI database. The search ended on November 23, 2024, and ultimately 1,788 pieces of data were obtained. The source categories were selected as CSSCI, Peking University Core, and AMI, resulting in 402 sample documents, which were then exported in refworks format. Finally, the exported literature data is imported into the CiteSpace visualization software. CiteSpace is an information visualization software specifically designed for the quantitative analysis of scientific literature. It can effectively reveal and visually present the core literature, popular research topics, and cutting-edge development trends within a particular discipline<sup>[2]</sup>. This study utilized the Citespace 6.2.R2 version of the visual analysis software to conduct a visual analysis of the research hotspots and trends of domestic “Grand Ideological and political courses” from 2014 to 2024. It analyzed the current research status of domestic “Grand ideological and political courses” from aspects such as the number of published papers, authors, and institutions, and analyzed the research hotspots and trends in this field from aspects such as keywords and emergent words.

## 2. Analysis of the Current Research Status of “Grand Ideological and Political Courses” in China

### 2.1 Analysis of the number of published documents in a year

With the help of the WOS deduplication function in CiteSpace, the number of literatures in different years was counted, and then the changing trend chart of the number of literatures related to “Grand Ideological and Political courses” published in China was drawn. From 2014 to 2021, there were almost no relevant studies on domestic “grand ideological and political courses”, with one each in 2014, 2018 and

2020. Since 2021, the number of domestic “Grand ideological and political course” literature publications has soared, and related research in this field has rapidly heated up, becoming an important research hotspot in the academic circle. This year, the number of related literature publications in this field has slightly declined, but it still maintains a relatively high volume of articles, indicating that “grand ideological and political courses” remain a focus of academic attention at present.

## 2.2 Analysis of the author of the article and the cooperative network

In CiteSpace, 402 sample data were selected with the node type of “co-author” to generate a co-occurrence map of the author network for domestic “Grand Ideological and Political Courses” research. In terms of author publications, Feng Xiujun has the largest number of articles, with a total of 4 articles published between 2014 and 2024. Xu Rong, Li Dajian, Yan Lin, Xu Ruifang, and Xiao Zhen each published 3 articles. Liu Shuijing and 16 other authors each published 2 articles. The remaining 111 authors each published 1 article. From the perspective of journal sources, the journals published by these six authors are mainly concentrated in the fields of ideological education and political teaching, such as “Journal of Ideological and Theoretical Education”, “Research on Ideological Education”, “China Higher Education”, etc. This indicates the concentration and professionalism of the research, and also reflects that the authors may have a relatively high recognition in these journals.

In terms of author collaboration, there are a total of 135 nodes and 28 connections. The overall density of the network is relatively low, indicating that the cooperation among core authors is rather loose. There are more cases of collaboration between two authors, and most of them are collaborations between mentors and students. For example, He Yufang and Liu Xinghuan, Xu Ruifang and Zhang Yixuan, etc. are all collaborations between mentors and students. Among them, a relatively large author collaboration group was formed. The cooperation among the four authors, Li Kouqing, Jiang Zhiming, Zhang Gexing and Wu Wenjun, was relatively close. Overall, however, there is a lack of overall cooperation, and no research subject with academic influence has yet been formed. The depth and breadth of research in this field still need to be improved.

## 2.3 Analysis of the issuing institution and cooperative network

By statistically analyzing the publishing institutions in a specific field, the main research organizations and teams within that field can be identified, thereby enabling in-depth exploration of the relevant knowledge in this research field. In CiteSpace, the node type of 402 sample data was selected as “institution”. In terms of institutional distribution, from the perspective of the number of articles published by institutions, the School of Marxism of Xi ‘an Jiaotong University and the School of Marxism of Renmin University of China have the largest number of articles published, each publishing 6 articles from 2014 to 2024. Four institutions, including the School of Marxism of Fudan University, have successively published 5 articles. From a geographical perspective, the issuing institutions are mainly located in regions with strong research capabilities in the discipline of Marxist theory, such as Beijing, Shanghai, and Shandong. In contrast, there is relatively less research in this field in the western and southern regions. In terms of type, among the 134 institutions retrieved, 23 are 211 universities, 18 are 985 universities, and 30 are Double First-Class universities. In addition, there are 43 schools of Marxism in universities, accounting for approximately 32% of the total number of institutions.

In terms of institutional cooperation, the research team composed of the School of Marxism of Renmin University of China, the School of Marxism of Central University of Finance and Economics, the Collaborative Innovation Center for 21st Century Chinese Marxism Studies of Renmin University of China, and the Institute of the History and Government of the Communist Party of China of Renmin University of China has maintained relatively close cooperation. There is also a research team composed of Guangxi Normal University - the School of Education of Guangxi Normal University - the School of Marxism of Nanning Normal University - the School of Marxism of Guizhou Normal University. Overall, domestic research institutions specializing in “big ideological and political courses” have published a relatively large number of papers, but most of them are from the schools of Marxism in universities, and they are mainly concentrated in developed regions with strong research capabilities in the discipline of Marxist theory. There is relatively little cooperation among these institutions, and no research team with academic influence has yet been formed.

### 3. Analysis of Research Hotspots in Domestic “Grand Ideological and Political Courses

#### 3.1 Keyword Co-occurrence analysis

Key words are the core elements of paper retrieval. They are a highly condensed summary of the research topic. The frequency and relevance of key words can reflect the research hotspots in a certain field [3]. In CiteSpace, 402 sample data were selected with the node type as “keywords”. Among them, the three keywords with centrality greater than 0.1 were “Grand Ideological and Political Courses”, “Moral Education and Talent Cultivation”, and “Ideological and Political Courses”. These three themes are the main research objects of “Grand Ideological and Political courses” in China and have significant status and influence in the entire network. This indicates that the research on “Grand Ideological and Political Courses” focuses on the integrated innovation of multiple fields, enriching the connotation of ideological and political education, implementing “moral education and talent cultivation” through various means, and promoting the improvement of the teaching effectiveness of ideological and political courses.

#### 3.2 Keyword Cluster Analysis

Based on the co-occurrence analysis of keywords, in order to further understand the research topic of the “Grand Ideological and Political Course”, the author conducted clustering processing on the keywords of 402 sample data, forming a total of 9 keyword clusters. The smaller the cluster number, the more keywords the clusters contain. The author has summarized the following three research themes of domestic “Grand Ideological and political courses”: The first one is the research on the practical mechanism of “grand ideological and political courses”.

#3 “Practical Education” and #8 “Collaborative Education”, exploring how to systematically integrate practical activities into the large-scale ideological and political courses and form a regular practical education model. The research on the practical mechanism of the “Grand Ideological and Political Course” integrates practical activities to build a regular practical education model. At the same time, it uses relevant theories to sort out the collaborative education process and key links, and promotes the collaboration of education subjects through multiple measures to facilitate the high-quality development of the grand ideological and political course. The second is the path of integrating practice and theory in the “Grand Ideological and Political Course”. #2 “Moral Education and Talent Cultivation” and #4 “Value Implications” delve deeply into the value orientation carried by the grand ideological and political courses. By leveraging these courses, we aim to assist students in establishing correct outlooks on life, values, and outlook on life, and to fulfill the fundamental task of moral education and talent cultivation. The third is the research on the teaching innovation of “Grand Ideological and Political Courses”. Focus on how to innovate teaching methods in the teaching of large-scale ideological and political courses. For instance, modern information technology can be utilized to carry out blended ideological and political teaching both online and offline, or interactive teaching methods such as scenario simulation and role-playing can be adopted to enhance students’ participation and learning interest. By making use of various ideological and political teaching resources, not only can the teaching content be enriched, but also the teaching effect can be improved. This is of vital importance for cultivating new talents of The Times and is the key to promoting the high-quality development of “Grand ideological and political courses”.

### 4. Conclusions and Suggestions

Through the analysis of the research on domestic “Grand Ideological and Political Courses” from 2014 to 2024, it is found that although the academic achievements are abundant, there are three problems: First, the collaboration among research subjects is loose, the cooperation network between authors and institutions is fragmented, and a core academic community has not yet been formed; Second, the integration of theory and practice is insufficient, and some teaching methods are disconnected from reality. Thirdly, the empowerment of information technology is insufficient, and its carrier value and methodological functions have not been fully explored. Future research can be carried out in the following directions:

#### 4.1 Deepen interdisciplinary integration research

In the research of “Grand ideological and political courses” in China, interdisciplinary integration has gradually become an important

exploration direction. At present, many universities and research institutions have realized that a single disciplinary perspective is difficult to fully interpret the rich connotations and diverse values of “grand ideological and political courses”. Xu Yi believes that under the guidance of the “Grand Ideological and Political Course” goal, adopting an interdisciplinary integration strategy to incorporate knowledge from multiple disciplines and educational resources both inside and outside the school into high school ideological and political teaching can not only enrich the course content and improve teaching efficiency, but also enhance students’ ability to solve practical problems<sup>[4]</sup>. However, the evaluation system of interdisciplinary integration is not yet perfect, making it difficult to accurately measure the depth and effect of the integration. In the future, it is necessary to further enhance exchanges and cooperation among disciplines, build a systematic interdisciplinary knowledge system, cultivate ideological and political teachers with multi-disciplinary qualities, and promote the in-depth development of interdisciplinary integration in the research and teaching of “grand ideological and political courses”.

## 4.2 Emphasize the integration of theory and practice in research

The connection between theory and practice is the soul of the “Grand Ideological and Political Course”<sup>[5]</sup>. The proposition of the “Grand Ideological and Political Course” focuses on solving the problem of the disconnection between theory and practice in ideological and political courses, emphasizing the deep integration of theory and reality to enhance the vividness of teaching and its connection with reality. At the theoretical level, scholars construct the theoretical framework of the system and clarify its core principles and value orientation. At the practical level, universities, enterprises, communities and venues jointly build practical bases to enable students to understand the connotation of ideological and political education in real scenarios, and promote the deepening of ideological and political education from theoretical interpretation to practical education. However, at present, the combination of theory and practice still faces challenges. Some theoretical research is disconnected from practical operations. Meanwhile, the integration and utilization efficiency of practical resources needs to be improved, and there are phenomena such as scattered resources and the lack of unified planning. In the future, efforts should be made to build a closely connected mechanism for integrating theory with practice, optimize the allocation of practical resources, and improve the evaluation system, so as to promote the in-depth development of research on the integration of theory and practice in domestic “grand ideological and political courses”, and effectively enhance the effectiveness and appeal of ideological and political education.

## 4.3 Strengthen research on technology empowerment

With the gradual introduction of technologies such as big data, artificial intelligence, and virtual reality into ideological and political classrooms, strengthening the application research of information technology, especially artificial intelligence (AI) technology, in “big ideological and political courses” has a profound impact on promoting educational innovation and improving teaching efficiency<sup>[6]</sup>. Artificial intelligence technology has facilitated the development of intelligent teaching AIDS. Virtual reality technology enables students to experience historical scenes, revolutionary stories, etc. as if they were there, enhancing the immersion and appeal of ideological and political education. However, there are also some predicaments in technology empowerment. Some teachers lack the ability to apply technology, resulting in the superficial and formalistic integration of technology and teaching content, and failing to effectively contribute to the improvement of the connotation of ideological and political education. Meanwhile, the issues of security and privacy protection in the application of technology urgently need attention. In the future, it is necessary to strengthen the technical training of teachers, promote the deep integration of technology and teaching, and improve the compliance guarantee mechanism to break through the bottleneck of technology empowerment.

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