

Original Paper

The Optimization Path of Marxist Belief Education in Universities

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Abstract

In the era of deep integration of globalization and informatization, Marxist belief education in universities is facing real challenges such as the weakening of value identification and the insufficiency of practice transformation. This paper analyzes the problems in current educational practices and proposes an optimization path system centered on the “cognition-emotion-behavior” three-dimensional linkage. It emphasizes the transformation of Marxist belief education from knowledge transmission to value internalization through content reconstruction, method innovation, and ecological construction, providing theoretical references and practical paradigms for the fundamental task of cultivating virtue and talent.

Keywords

Marxist belief, Implementation path, values, Higher Education

1. Introduction

In the era intertwined with globalization and informatization, the belief education of Marxism in colleges and universities are facing unprecedented challenges and opportunities. The report of the 20th National Congress of the Party put forward that the Party’s scientific theory should be used to arm the youth, and the Party’s original aspiration and mission should be used to call the youth. However, the current practice of belief education of Marxism in colleges and universities has exposed many difficulties. The collision of diverse cultures brought by globalization and the change of information dissemination methods caused by informatization are profoundly affecting the ideological concepts of young students. On the one hand, the information dissemination in the micro culture era shows the characteristic of “decentralization”, and the rapid penetration of fragmented information weakens the

systematicness of Marxist theory. (Yang, 2023) On the other hand, the implicit infiltration of capitalist culture and the prominence of generational characteristics make young students resistant to the traditional indoctrination education mode, and the value identification tends to be blurred. (Yang, 2023) At the same time, the imbalance of education supply and demand structure and the gap between the main body's ability of teachers and the requirements of the times further exacerbate the difficulties of belief education.

2. The Logic of the Generation of Multidimensional Dilemmas

2.1 The Conflict between Cognitive Deconstruction and Value Reconstruction

Under the dual impact of globalization and informatization, the cognitive structure of college students is experiencing an unprecedented process of deconstruction and reconstruction. The information dissemination in the micro culture era shows a significant "decentralization" feature. New media platforms such as Weibo and WeChat produce a large amount of fragmented information every day. These pieces of information, with their fast and convenient dissemination methods, quickly penetrate the daily lives of young students. However, this fragmented information dissemination method has, to some extent, dissolved the systematicness and integrity of Marxist theory, breaking it down into several discourse fragments and making it difficult to form a complete knowledge system.

At the same time, capitalist culture infiltrates implicitly through carriers such as films and games, further affecting the values of young students. Some young students, under the influence of capitalist culture, begin to identify with values such as individual struggle and individualism, while questioning or having a vague attitude towards the core values of Marxism, such as collectivism and communism. (Niu, 2020) This conflict and change in values not only affects the identification and belief of young students with Marxist theory, but also poses a severe challenge to the effectiveness of Marxist belief education in colleges and universities.

In addition, the cognitive deconstruction and value reconstruction of young students are also affected by generational characteristics. With the rise of the new generation of young students, such as post-90s and post-00s, their cognitive ways, values, and behavioral habits all show distinct generational characteristics. This generation of young students pays more attention to individual expression and the pursuit of self-value realization, and is resistant to traditional indoctrination education methods. (Liu & Zhu, 2020) Therefore, how to adapt to the cognitive characteristics and values of the new generation of young students and innovate education methods has become an important issue faced by the belief education of Marxism in colleges and universities.

2.2 The Imbalance of Education Supply and Demand Structure

There is an obvious imbalance between the supply and demand structure of Marxist theory education in colleges and universities at present. On the one hand, there is a disconnection between the education content system and the cognitive laws of young students. Traditional Marxist theory textbooks often focus on theoretical deduction and lack in-depth analysis and interpretation of real-world problems,

making it difficult to arouse the interest and resonance of young students. (Yu, 2022) On the other hand, there is a misalignment between the teaching mode and the generational characteristics. The traditional indoctrination teaching method can no longer meet the learning needs of the new generation of young students, who pay more attention to interaction, participation, and practice, and hope to have more discourse power and autonomy in the education process.

In addition, there is an imbalance between the evaluation mechanism and the training objectives. The evaluation mechanism of Marxist theory education in colleges and universities at present often focuses on the degree of mastery of theoretical knowledge, while ignoring the assessment of students' practical abilities, values and other aspects. This single evaluation mechanism not only fails to fully reflect the comprehensive quality and ability level of students, but also easily leads to the phenomenon of "high scores but low ability" among students. Therefore, how to build a scientific and reasonable evaluation mechanism and achieve a balance between the supply and demand structure of education has become an urgent problem to be solved in the belief education of Marxism in colleges and universities.

2.3 The Gap between the Main Body Ability and the Requirements of the Times

In the belief education of Marxism in colleges and universities, the main body ability of the teaching staff directly affects the quality and effectiveness of education. However, there is still a large gap between the current teaching staff's main body ability and the requirements of the times. On the one hand, some teachers lack grassroots practice experience and find it difficult to combine Marxist theory with real society, resulting in empty and tasteless teaching content and a lack of persuasiveness. On the other hand, some teachers fail to grasp the laws of new media dissemination and cannot effectively cope with the changes in information dissemination methods in the micro-culture era, resulting in poor educational effects. In addition, some teachers lack the ability to analyze erroneous trends such as historical nihilism and neoliberalism, and are prone to a "value-neutral" tendency in the classroom, unable to guide students to establish correct values.

This gap between the main body's ability and the requirements of the times not only affects the effectiveness of the belief education of Marxism in colleges and universities, but also has a negative impact on the overall quality and image of the teaching staff. Therefore, how to improve the main body ability of the teaching staff and enable them to better adapt to the requirements of the times has become one of the urgent problems to be solved in the belief education of Marxism in colleges and universities.

3. Theoretical Support and Practical Adherence

3.1 The Threefold Characteristics of the Belief Education of Marxism

As an important part of ideological construction in colleges and universities, the belief education of Marxism has three distinct characteristics: reality, scientificity, and people-oriented. These characteristics not only provide a solid theoretical basis for the belief education of Marxism in colleges and universities, but also provide a clear direction for educational practice.

The reality of belief education of Marxism requires that the educational content must be deeply connected with the practice of socialism with Chinese characteristics. This means that in the education process, attention should be paid to combining Marxist theory with real society, and guiding students to deeply understand the guiding significance and practical value of Marxist theory through analyzing and interpreting the problems and challenges in real society. For example, the real-world case of “poverty alleviation” can be transformed into a contemporary interpretation of the distribution theory of “Das Kapital”, enabling students to better understand the institutional logic and practical path of common prosperity. This kind of realistic education content can not only arouse students’ interest and enthusiasm for learning, but also enhance the pertinence and effectiveness of education.

The scientificity of belief education of Marxism emphasizes the use of historical materialism to analyze social phenomena. As one of the core theories of Marxism, historical materialism provides us with a scientific method and tool to understand the development of social history. In the education process, attention should be paid to guiding students to use the basic principles and methods of historical materialism to analyze social phenomena and problems, and to cultivate students’ scientific thinking ability and critical thinking ability. For example, teaching modules such as “Das Kapital and Digital Economy” can be developed to dissect the essence and laws of platform economy exploitation, enabling students to have a deeper understanding of the application and development of Marxist theory in contemporary society. This kind of scientific education content can not only improve students’ theoretical literacy and cognitive level, but also cultivate their innovative spirit and practical ability.

The people - oriented nature of belief education of Marxism requires that the education should be oriented towards solving students’ growth confusion. In the education process, attention should be paid to students’ actual needs and psychological characteristics, and actively responded to their concerns and questions. By establishing a closed-loop mechanism of “demand list - supply list - effect list”, employment and entrepreneurship, mental health, and other aspects are included in the education scope to provide students with comprehensive and personalized services. This kind of people-oriented education content can not only enhance students’ sense of gain and happiness, but also promote their comprehensive development and healthy growth.

3.2 The “Four True” Collaborative Education Mechanism

In response to the challenges and difficulties faced by the belief education of Marxism in colleges and universities, the “Four True” collaborative education mechanism is proposed. This mechanism includes four links: true learning, true understanding, true belief, and true application, aiming to build a spiral-upward education system to achieve the sublimation of theory into action.

True learning is the basic link of the “Four True” collaborative education mechanism. In the education process, attention should be paid to guiding students to deeply study the classic works and basic principles of Marxism to consolidate the theoretical foundation. By offering classic reading courses and organizing reading clubs and other forms of activities, students’ interest and enthusiasm for learning can be aroused. At the same time, attention should be paid to cultivating students’ independent learning

ability and critical thinking ability, and guiding them to think actively and explore actively. This kind of true learning education method can not only improve students' theoretical literacy and cognitive level, but also cultivate their innovative spirit and practical ability.

True understanding is the key link of the "Four True" collaborative education mechanism. In the education process, attention should be paid to promoting students' understanding and mastery of Marxist theory through case teaching, practical experience, and other ways. By selecting typical cases and hot issues in real society, students can be guided to analyze and interpret them with Marxist theory. At the same time, attention should be paid to cultivating students' practical ability and problem-solving ability, so that they can continuously deepen their understanding and understanding of the theory in practice. This kind of true understanding education method can not only improve students' comprehensive quality and ability level, but also enhance their sense of social responsibility and mission.

True belief is the core link of the "Four True" collaborative education mechanism. In the education process, attention should be paid to strengthening students' emotional and value identification with Marxist theory through emotional cultivation and value guidance. By organizing visits to revolutionary sites and carrying out red culture experience activities, students' sense of history and mission can be enhanced. At the same time, attention should be paid to cultivating students' core values of socialism and communist ideals, and guiding them to establish a correct world outlook, outlook on life, and values. This kind of true belief education method can not only improve students' ideological and moral quality and political awareness, but also promote their comprehensive development and healthy growth.

True application is the final link of the "Four True" collaborative education mechanism. In the education process, attention should be paid to guiding students to transform Marxist theory into practical action through social practice, volunteer service, and other ways. By organizing students to participate in social research, community service, and other forms of activities, their sense of social responsibility and spirit of dedication can be cultivated. At the same time, attention should be paid to transforming students' practical results into learning results and growth motivation, and encouraging them to constantly pursue excellence and progress in practice. This kind of true application education method can not only improve students' practical ability and innovation level, but also promote their comprehensive development and healthy growth.

4. The Construction of a Systematic Optimization Path

In response to the challenges and difficulties faced by the belief education of Marxism in colleges and universities, it is necessary to start from three aspects: cognitive reconstruction, emotional cultivation, and practical transformation, to build a systematic optimization path. This path aims to comprehensively improve the pertinence and effectiveness of the belief education of Marxism in

colleges and universities through measures such as innovating education methods, optimizing the education content system, and improving the quality of teaching staff.

4.1 Cognitive Reconstruction: Building a “Trinity” Knowledge Map

In response to the problem of disconnection between the content system and cognitive laws in the current Marxist theory of education in colleges and universities, it is necessary to build a “Trinity” knowledge map to strengthen students’ cognitive basis. This knowledge map includes three modules: the project of reading classic works carefully, the system of decoding Chinese practice and the mechanism of answering the questions of the times.

The project of reading classic works carefully is the basic link of building a “Trinity” knowledge map. By offering courses on reading classic works carefully, and organizing reading clubs and seminars, and other forms of activities, students are guided to deeply study the classic works and basic principles of Marxism. At the same time, attention should be paid to cultivating students’ independent learning ability and critical thinking ability, and guiding them to think actively and explore actively. To enhance the readability and attractiveness of classic works, modern technical means such as developing digital reading platforms and making animation videos can be used to present the content of classic works to students more vividly and intuitively. (Dong, 2020)

The system of decoding Chinese practice is the key link of building a “Trinity” knowledge map. This system aims to guide students to understand and understand the development and application of Marxist theory in China through in - depth analysis of the experience and lessons in the practice of socialism with Chinese characteristics. To achieve this goal, a “Chinese-style modernization case library” can be established to collect typical cases in China’s economic development, political construction, cultural construction, social construction, and ecological civilization construction. At the same time, students can also be organized to conduct field investigations and research to personally experience the great achievements and experience lessons of the practice of socialism with Chinese characteristics.

The mechanism of answering the questions of the times is an important link of building a “Trinity” knowledge map. This mechanism aims to cultivate students’ innovative consciousness and critical thinking ability by guiding them to pay attention to and analyze hot issues and cutting-edge topics in contemporary society. To achieve this goal, cutting - edge courses such as “Technology Ethics and Human Future” and “Digital Economy and Marxism” can be offered to guide students to use Marxist theory to analyze and interpret new phenomena and problems in contemporary society. At the same time, students can also be organized to participate in academic seminars and debate activities to exercise their expression and logical thinking abilities in practice.

4.2 Emotional Cultivation: Building a “Three-Dimensional” Empathy Space-Time

In response to the problem of insufficient emotional identification in the current belief education of Marxism in colleges and universities, it is necessary to build a “Three-Dimensional” empathy space-time to enhance students’ emotional and value identification. This empathy space-time includes

three dimensions: historical context reconstruction, reality field observation, and future vision construction.

Historical context reconstruction is the basic link of building a “Three-Dimensional” empathy space - time. By using modern technical means such as virtual reality and augmented reality, the real scenes and contexts of historical events and figures can be restored to let students experience the development and change of history as if they were there. This method of historical context reconstruction can not only enhance students’ sense of history and mission, but also arouse their patriotic feelings and national pride.

Reality field observation is the key link of building a “Three-Dimensional” empathy space - time. By organizing students to participate in social practice, volunteer service, and other forms of activities, they can personally experience the problems and challenges in real society. This method of reality field observation can not only enhance students’ sense of social responsibility and mission, but also arouse their innovative spirit and problem-solving ability.

Future vision construction is an important link of building a “Three-Dimensional” empathy space-time. By guiding students to think about and discuss the development trend and prospects of future society as well as personal growth planning and goal pursuit, their innovative spirit and fighting spirit can be aroused. To achieve this goal, courses and activities such as “Future Society and Human Development” and “Personal Growth and Career Planning” can be offered. At the same time, industry experts and successful people can also be invited to give lectures and share their growth experience and success stories.

4.3 Practical Transformation: Building a “Three-Stage Progressive” Education Platform

In response to the problem of insufficient practical transformation in the current belief education of Marxism in colleges and universities, it is necessary to build a “Three-Stage Progressive” education platform to achieve the sublimation of theory into action. This education platform includes three levels: classroom micro-practice, campus-based practice, and social-based practice.

Classroom micro-practice is the basic link of building a “Three-Stage Progressive” education platform. By integrating practical elements and case analysis into classroom teaching, students’ interest and participation can be aroused. To achieve this goal, teaching activities such as “Marxist Methodology Workshop” can be designed to improve students’ application ability and problem-solving ability through group debate and case deduction.

Campus-based practice is the key link of building a “Three-Stage Progressive” education platform. By organizing students to participate in campus cultural activities, volunteer service, and social practice, and other forms of activities, they can exercise their practical ability and comprehensive quality on campus. To achieve this goal, campus cultural brand activities such as “Red Culture Infiltration Plan” can be established to integrate red culture into all aspects of campus culture. At the same time, activities such as “Social Practice Month” can also be carried out to organize students to participate in social research and public welfare activities, and other social practice activities.

Social-based practice is an important link of building a “Three-Stage Progressive” education platform. By organizing students to participate in social practice activities, volunteer service and internship employment, and other forms of activities, they can exercise their practical ability and professional quality in society. To achieve this goal, cooperative relationships can be established with revolutionary old areas, enterprises, and institutions to jointly build “practice-oriented education bases” and organize students to participate in projects such as rural revitalization and community governance.

5. Innovation Breakthrough of Implementation Strategies

To comprehensively improve the pertinence and effectiveness of the belief education of Marxism in colleges and universities, it is necessary to start from the reform of the teaching supply side, the upgrading of the practical teaching system, the teacher ability improvement project and the construction of the collaborative education ecology, and implement innovation breakthrough strategies.

5.1 Reform of the Teaching Supply Side

In response to the problems of disconnection between the content system and cognitive laws and misalignment between the teaching mode and generational characteristics in the current Marxist theory education in colleges and universities, it is necessary to carry out the reform of the teaching supply side to adapt to the teaching needs of the new era.

Content form reconstruction: Content form reconstruction is the basic link of the reform of the teaching supply side. By developing cross-curriculum forms such as “Marxism + X” course clusters, Marxist theory can be combined with other disciplines to broaden students’ knowledge horizons and ways of thinking. To achieve this goal, cross - curriculum such as “Das Kapital and Digital Economy” and “Marxism and Global Governance” can be offered to guide students to use Marxist theory to analyze and interpret problems and challenges in other disciplines.

Technology - empowered teaching is the key link of the reform of the teaching supply side. By using modern technical means such as big data and artificial intelligence, the teaching methods and methods can be optimized to improve the teaching effect and learning experience. To achieve this goal, an “intelligent ideological and political platform” can be built to use big data to analyze students’ learning conditions and needs, and provide them with personalized learning plans and teaching support.

Evaluation system innovation is a necessary link of the reform of the teaching supply side. By building a scientific and reasonable evaluation system, the students’ learning achievements and comprehensive quality can be fully reflected to provide a basis and support for teaching improvement. To achieve this goal, a “three-dimensional evaluation model” can be established to include theoretical literacy, practical ability, and value identification into the evaluation system to comprehensively evaluate students’ learning achievements and comprehensive quality.

5.2 Upgrading of the Practical Teaching System

In response to the problem of insufficient practical transformation in the current belief education of Marxism in colleges and universities, it is necessary to upgrade the practical teaching system to improve students' practical ability and professional quality.

Construction of virtual simulation laboratory is an important link in the upgrading of the practical teaching system. By using modern technical means such as virtual reality and augmented reality, a virtual simulation laboratory can be built to simulate a real social environment and working scenarios, allowing students to practice and drill in the virtual environment.

Regular social research is another important aspect of the upgrading of the practical teaching system. By organizing students to participate in social research activities, they can go deep into society, understand society, and serve society, thus exercising their practical ability and professional quality in practice.

Volunteer service branding is another highlight of the upgrading of the practical teaching system. By organizing students to participate in volunteer service activities, they can exercise their practical ability, team spirit, and sense of social responsibility in practice.

5.3 Teacher Ability Improvement Project

In response to the problem of low quality of the teaching staff in the current belief education of Marxism in colleges and universities, it is necessary to implement the teacher ability improvement project to improve teachers' professional literacy and teaching ability.

The tiered training system is the basic link of the teacher ability improvement project. According to the different development stages and professional needs of teachers, personalized training plans and programs can be formulated. For newly-hired teachers, training activities such as pre-service training, teaching observation, and a mentorship system can be organized to help them quickly adapt to teaching positions and improve their teaching ability.

Practice-oriented evaluation is the key link of the teacher ability improvement project. By building a scientific and reasonable evaluation system and including teachers' teaching practice results in the evaluation scope, teachers can be motivated to actively participate in practical teaching and innovation, and reform.

Teaching innovation workshop is another important aspect of the teacher ability improvement project. By organizing teachers to participate in teaching seminars, case analysis and experience sharing, and other forms of activities, communication and cooperation among teachers can be promoted, and their teaching innovation ability and practical ability can be improved.

5.4 Construction of Collaborative Education Ecology

In response to the problem of imperfect collaborative education mechanisms in the current belief education of Marxism in colleges and universities, it is necessary to build a collaborative education ecology to form a comprehensive and multi-level education synergy.

Deep integration of curriculum ideological and political education is the basic link of the construction of collaborative education ecology. By integrating Marxist theory into professional and general education courses, the organic combination of curriculum ideological and political education, and professional education can be realized.

Student organization empowerment plan is an important aspect of the construction of collaborative education ecology. By supporting the development and innovative activity forms of student organizations, students' self-management and self-development abilities can be stimulated.

Home - school - community collaborative mechanism is another highlight of the construction of collaborative education ecology. By establishing a linkage mechanism among families, schools, and communities, a comprehensive and multi-level education synergy can be formed.

6. Conclusion

The belief education of Marxism in colleges and universities is a systematic project, which needs to build a full - chain education system from multiple aspects. By strengthening theoretical armament, emotional identification, and practical consciousness, Marxist theory can be transformed into a "key" to interpret reality, a "lighthouse" to guide the direction, and a "sharp weapon" to solve problems, and cultivate new-era youth with both theoretical depth and practical ability. Faced with the rapid development of globalization and informatization and the profound changes in the ideological concepts of young students, it is necessary to maintain strategic determination, continuously promote the innovation of concepts, models and methods, and truly internalize Marxist faith into the spiritual genes of young people, providing a solid talent support for the great cause of national rejuvenation.

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