



# Research on the Teaching Path of Telling the Story of Chinese Modernization in Ideological and Political Course in Universities

Nan You<sup>1</sup>

<sup>1</sup>School of Marxism, University of Science and Technology Beijing, Beijing city, China.  
Email: pretty\_nancy0125@163.com

**Abstract:** As the latest achievement of Marxism's Sinicization and contemporary adaptation, the theory of Chinese-style modernization provides abundant teaching materials and value-guiding core for ideological and political education in higher education institutions. Telling the story of Chinese-style modernization effectively serves as a crucial measure to fulfill the fundamental task of moral education, enhance course appeal and engagement, and cultivate the sense of mission among young people in the new era. However, current ideological and political courses face practical challenges in content selection, fragmented teaching methods, insufficient technological empowerment, and weak collaborative mechanisms. This paper, combining the teaching principles of ideological and political courses with contemporary requirements, constructs a systematic teaching pathway from four dimensions: content optimization, method innovation, technological empowerment, and collaborative education. It provides practical guidance for higher education institutions to deliver high-quality narratives of Chinese-style modernization and guide young students to strengthen their confidence in the path and theory.

**Keywords:** Ideological and Political Courses in Higher Education; Chinese-Style Modernization; Teaching Approaches

## I. Introduction

The report to the 20th National Congress of the Communist Party of China systematically elucidates the scientific connotation, essential characteristics, and practical requirements of Chinese-style modernization, defining it as "modernization with a massive population, modernization for common prosperity for all people, modernization that harmonizes material and spiritual civilization, modernization of harmony between humanity and nature, and modernization pursuing peaceful development."<sup>[i]</sup>As a pivotal course in fulfilling the fundamental mission of fostering virtue and nurturing talent, ideological and political education courses in higher education institutions bear the crucial responsibility of explaining the theory of Chinese-style modernization, conveying its values, and guiding young people to engage in its construction.<sup>[ii]</sup>Stories serve as vivid vehicles for theoretical dissemination. Transforming the grand theory of Chinese-style modernization into relatable, emotionally resonant narratives can effectively address the pain points of ideological courses, such as rigid theoretical indoctrination and content disconnected from reality. This approach enables young students to deepen their theoretical understanding through emotional resonance and strengthen their sense of mission through value recognition.

Currently, it is crucial to integrate innovative theories into textbooks, classrooms, and students' minds, while fully incorporating the theory of Chinese-style modernization into ideological and political education systems. However, teaching practices reveal several shortcomings in how some universities present Chinese-style modernization narratives. First, content selection lacks systematicness, often piecing together fragmented cases without delving into the theoretical logic and core values behind these stories. Second, traditional lecture-based methods dominate instruction, lacking interactive and experiential elements that fail to align with young students' cognitive characteristics. Third, technological empowerment remains inadequate, with modern educational technologies underutilized to expand narrative contexts. Fourth, collaborative education mechanisms between schools and communities are underdeveloped, resulting in disconnection between classroom teaching and social practice. Addressing these issues through scientifically effective teaching approaches is of significant theoretical and practical value for universities to authentically and vividly convey the story of Chinese-style modernization in ideological and political education.

## II. The Core Meaning of Telling the Story of Chinese Modernization in Ideological and Political Courses in Universities

### 2.1 Upholding the Core Values and Anchoring the Educational Direction

Telling the story of Chinese-style modernization well is essentially a process of conveying ideas and concepts and consolidating social consensus through narrative vehicles. Its core significance lies in consistently adhering to the socialist ideological stance and firmly anchoring the fundamental goal of educating people for the Party and cultivating talents for the country. The stories of Chinese-style modernization told in ideological and political courses are not merely a list of historical facts or achievements, but rather aim to uncover the leadership advantages of the Communist Party of China and the superiority of the socialist system with Chinese characteristics behind these stories.<sup>[iii]</sup>They also explain the essential differences between Chinese-style modernization and Western modernization, guiding students to deeply grasp the fundamental attribute that "Chinese-style modernization is socialist modernization led by the Communist Party of China."



Theoretically, the storytelling of Chinese modernization carries inherent value guidance. This demands that ideological and political education courses must resolutely reject entertainment-oriented and fragmented narratives in their selection and delivery. Some current classes have resorted to trivializing stories as mere jokes to boost classroom engagement, which, while seemingly increasing student participation, actually deviates from the core educational mission of ideological education and undermines its fundamental role in value guidance. Therefore, to effectively narrate the story of Chinese modernization, it is essential to achieve both "engaging" expression enhancing content appeal through vivid storytelling and maintain "meaningful" value core, ensuring that narrative always serves educational objectives.

In practice, this commitment to values must permeate the entire narrative process. First, it is essential to accurately anchor the temporal context, interpreting each story within the "two overarching situations" of the strategic landscape of the great rejuvenation of the Chinese nation and the unprecedented changes in the world over the past century, enabling young students to understand the historical background and strategic significance behind the stories. Second, it is necessary to delve into the logic of values, revealing through specific story scenarios and practical cases the Marxist stance, viewpoints, and methods, the theoretical connotations of socialism with Chinese characteristics, and the unique advantages of the new form of human civilization. Finally, it is crucial to closely align with educational objectives, making each story an important vehicle for carrying the power of truth and transmitting the light of faith, allowing young students to gradually deepen their theoretical understanding of Chinese-style modernization and strengthen their confidence in the path, theory, system, and culture of socialism with Chinese characteristics as they listen to and reflect on the stories.

In selecting and narrating stories, we must resolutely reject the tendencies of trivialization and fragmentation. While pursuing the expressive tension of "interesting" content, we must also uphold the core value of "meaningful" narratives. By integrating theoretical, historical, and practical logic into storytelling, we enable young students to perceive the power of truth and strengthen their ideals and convictions through listening. Only in this way can the stories of Chinese-style modernization truly resonate with young students, deepening ideological identification through emotional resonance and reinforcing a sense of mission through value guidance. This approach will guide young students to firmly uphold their ideals and consciously engage in the great practice of building Chinese-style modernization.

## **2.2 From the Perspective of Students, in Accordance with Cognitive Rules**

As the core audience for ideological and political education in higher institutions, young students' cognitive traits, learning patterns, and value orientations form the essential foundation for effectively conveying China's modernization narrative. To master this grand theoretical discourse, educators must transcend simplistic knowledge transmission. Instead, they should adopt a student-centered approach that aligns with their developmental stages, cognitive capacities, and communication styles. This requires creating a harmonious resonance between theoretical frameworks and students' cognitive frameworks. Only through such tailored engagement can we truly enhance the effectiveness of ideological education.

Young people of the new era have grown up in the digital age marked by rapid internet development and highly convenient information dissemination. Their cognitive patterns and behavioral characteristics bear distinct imprints of the times: their thinking patterns have become more active and open, rejecting rigid preaching and one-way indoctrination; in value orientation, they emphasize individual experience and practical perception, requiring concrete carriers to support the acceptance of abstract theories; in aesthetic preferences, they pursue individual expression and diverse presentation, expecting innovative and relatable interpretations of grand narratives. These group characteristics determine that the traditional "I speak, you listen" one-way narrative model can no longer meet the teaching demands of ideological and political education courses. If rigid discourse systems and presentation methods are still used, even if the content itself has profound connotations, it may fall into the communication dilemma of "high art with few followers," failing to truly enter the inner world of young students. This requires ideological and political courses to select stories that not only cover major achievements like poverty alleviation, technological innovation, and ecological protection, but also explore stories close to students' lives, using "small entry points" to showcase the "great era." In narrative expression, political and theoretical discourses need to be transformed into life-related and youth-oriented language, avoiding rigid preaching, so that stories can truly resonate with young people and achieve the educational effect of "moving hearts with emotion and convincing minds with reason."

In essence, adopting a student-centered perspective and aligning with cognitive patterns requires ideological and political educators to: (1) master theoretical frameworks by deeply understanding the underlying logic and core values of China's modernization narrative; (2) understand students' cognitive traits and learning preferences. Through precise content selection, effective transformation of discourse systems, and innovative storytelling techniques, this approach transforms the modernization narrative into a bridge connecting theory and youth. It guides students to deepen their understanding and identification with China's modernization through shared ideological resonance and emotional connection, ultimately inspiring them to actively integrate personal growth into the broader national development agenda.

## **2.3 Connect Historical Contexts, Cultivate Global Vision**

Chinese modernization is not a sudden achievement but a continuous exploration spanning the Communist Party of China's century-long journey. It represents the correct path gradually forged by the Party leading the people through the trials of revolution, construction, and reform. As a significant manifestation of new human civilization, it has profoundly reshaped the global development landscape, offering innovative solutions to worldwide challenges and advancing human progress. Therefore, when teaching Chinese modernization in ideological and political courses in universities, educators should avoid one-dimensional narratives. Instead, they must adopt a dual perspective integrating historical and global contexts. This involves tracing the historical origins to reveal its inevitability while interpreting its profound global

significance through international comparisons. By doing so, students can develop a comprehensive understanding of Chinese modernization through historical depth and comparative analysis.

From a historical perspective, the formation and development of Chinese-style modernization are rooted in profound historical and practical logic. The chosen path was not accidental but an inevitable outcome of historical development. To effectively narrate the historical journey of Chinese-style modernization, the key lies in clearly mapping out the continuous efforts of the Communist Party of China in exploring modernization across different historical periods, showcasing its evolutionary trajectory from inception to comprehensive expansion. In the new era of reform and opening up, and socialist modernization, the Party made the historic decision to implement reform and opening up, breaking free from the constraints of traditional development models and driving China's economic and social development to achieve leapfrog progress. This propelled modernization onto a fast track, demonstrating the vitality of socialism with Chinese characteristics. Since socialism with Chinese characteristics entered the new era, the Party Central Committee with Comrade Xi Jinping at its core has coordinated the "Five-Sphere Integrated Plan" and advanced the "Four-Pronged Comprehensive Strategy," promoting the comprehensive expansion of Chinese-style modernization and achieving historic accomplishments, realizing effective qualitative improvements and reasonable quantitative growth. By systematically narrating the struggle stories of different historical stages, young students can deeply understand that Chinese-style modernization is the correct path forged through a century of trials, with its historical inevitability rooted in the Communist Party of China's accurate grasp of national conditions, sincere response to the people's expectations, and profound adherence to the laws of human social development.

From a global perspective, Chinese modernization has shattered the entrenched myth that "modernization equals Westernization," offering humanity a new path to achieve modernization. Its global significance lies not only in the exemplary effects of its developmental achievements but also in its commitment to promoting shared global development. To tell the global story of Chinese modernization effectively, it is essential to ground it in the concept of a community with a shared future for mankind and combine it with China's vivid practices in global governance to elucidate its profound impact on the global development landscape. In the field of global poverty reduction, China has achieved a comprehensive victory in the battle against poverty, historically resolving the issue of absolute poverty. This has not only greatly improved the well-being of the Chinese people but also contributed Chinese wisdom and solutions to the global poverty reduction cause, creating a miracle in the history of human poverty reduction. In the realm of international cooperation, the Belt and Road Initiative, as a significant practice of Chinese modernization's openness, adheres to the principles of consultation, cooperation, and shared benefits. It promotes infrastructure connectivity and deepens economic and trade cooperation among countries along the route, fostering economic growth and livelihood improvements in developing nations, thereby becoming a vital platform for advancing global common development. At the level of civilizational evolution, Chinese modernization has abandoned the inherent drawbacks of Western modernization models, such as polarization, ecological destruction, and external expansion and plunder. It has charted a new path of modernization characterized by a large population, common prosperity for all, harmony between material and spiritual civilization, and peaceful development, enriching the forms of human civilization and providing valuable references for developing countries to independently choose their modernization paths. By telling these globally significant practical stories, young students can be guided to break free from the cognitive framework of "regional limitations," deeply understand the important value of Chinese modernization in promoting the building of a community with a shared future for mankind, recognize that China's development is an increase in the forces for world peace and an expansion of global development opportunities, and thereby cultivate a great nation's sentiment of embracing the world and a global mindset of dialectically viewing global issues.

Historical and global perspectives are not mutually exclusive, but rather a dialectically unified and complementary organic whole. Only by organically integrating these dual perspectives can ideological and political courses in universities guide students to grasp the essential attributes and developmental laws of Chinese modernization within historical contexts, while also helping them understand its global significance and responsibilities within a global framework. This approach enables young students to develop a comprehensive understanding of Chinese modernization, strengthening their "Four Confidences" while fostering the concept of shared human destiny. Such education will cultivate new-era youth with both patriotic sentiment and global vision, empowering them to contribute youthful energy to advancing Chinese modernization and promoting common human development.

### **III. The Realistic Dilemma of Telling the Story of Chinese Modernization in Ideological and Political Courses in Universities**

#### **3.1 The content system is incomplete, and the story is not deeply explored**

In the practice of teaching Chinese modernization stories in ideological and political education courses in universities, the shortcomings in content construction have become the core bottleneck constraining the improvement of teaching quality. Some universities have failed to integrate Chinese modernization stories into the overall design of ideological and political education systems, resulting in fragmented and arbitrary storytelling that fails to form a cohesive educational synergy. The specific issues are concentrated in three dimensions: system construction, connotation exploration, and value guidance.

From the perspective of content system construction, most current Chinese modernization story-based teaching in ideological and political education courses lacks systematic planning, exhibiting prominent issues of "ad hoc supplementation and fragmented accumulation." On one hand, story selection lacks deep integration with existing textbook systems and teaching modules. Teachers often hastily select cases based on teaching needs, failing to establish specialized story systems precisely aligned with course key points and difficulties, nor to construct progressive narrative

threads spanning different semesters and courses. This results in disjointed stories and theories, making it difficult for stories to serve as explanations or supports for theoretical frameworks. On the other hand, story content coverage shows obvious limitations, either overly focused on specific historical periods or emphasizing achievements in single domains. It fails to comprehensively present the historical, practical, and theoretical logic of Chinese modernization, leaving students without a complete cognitive framework. Such lack of systematic content construction reduces story-based teaching to mere "ornaments" for theoretical instruction, making it challenging to achieve the teaching goal of "explaining theories through stories and guiding stories with theories."

In terms of exploring the connotations of stories, there is a widespread phenomenon of "emphasizing superficial presentation over in-depth interpretation," making it difficult to guide students to grasp the essence beyond the surface. The stories of Chinese-style modernization taught in current ideological and political courses mostly focus on the intuitive display of development achievements, such as economic growth, the completion of major projects, and improvements in people's livelihoods, while insufficiently exploring the underlying logic behind these achievements. Specifically, first, the decision-making process is overlooked, failing to deeply explain the policy considerations, theoretical foundations, and real-world contexts of the practical measures involved in the stories, making it difficult for students to understand the scientific and inevitable nature of China's path to modernization. Second, the presentation of practical challenges is weakened, avoiding the difficulties faced during modernization, the problems solved, and the efforts made, leading to a narrative that falls into the trap of "one-way output of achievements," lacking authenticity and appeal. Third, the refinement of spiritual connotations is missing, failing to extract from specific stories the leadership advantages of the Communist Party of China, the superiority of the socialist system with Chinese characteristics, and the core values embedded therein, such as the spirit of struggle, innovation, and responsibility, making it difficult for the stories to serve as vehicles for conveying the power of truth and consolidating value consensus. This superficial approach to exploration prevents students from truly understanding the essential attributes and core values of Chinese-style modernization, thereby constraining the depth of teaching and the effectiveness of education.

From the perspective of value guidance, some teachers fail to accurately grasp the value positioning and selection criteria of stories, showing a tendency to "emphasize entertainment over ideological depth" and failing to achieve organic integration between "story narration" and "theoretical interpretation". Certain ideological and political education classes, in pursuit of student engagement rates and classroom vitality, reduce stories to entertaining, fragmented anecdotes or select cases with low relevance to teaching themes but high sensationalism. While seemingly enhancing classroom atmosphere, this approach actually deviates from the core value guidance of ideological and political education, weakening its ideological attributes and educational functions. Furthermore, some interpretations of story values exhibit deviations, either detaching from the fundamental attribute that "Chinese-style modernization is socialist modernization under the leadership of the Communist Party of China" or failing to highlight its essential distinctions from Western modernization, making it difficult to guide students in firmly establishing the "Four Confidences". This absence and deviation in value guidance cause story-based teaching to lose its intended ideological and political connotations, failing to effectively achieve the educational effect of "moving people emotionally and convincing them rationally".

Tracing back to the root cause, the emergence of the aforementioned issues is closely related to insufficient understanding of the essence of Chinese modernization. Chinese modernization is not only a continuous struggle process spanning a century of Party history but also a significant practice profoundly influencing the global development landscape. Its narrative must inherently combine historical depth with a global perspective. From a historical perspective, it is necessary to systematically outline the Communist Party of China's exploration of modernization across different historical periods from the institutional foundations laid during the New Democratic Revolution, to the initial explorations in the socialist construction era, the rapid advancement after reform and opening-up, and the comprehensive expansion in the new era to fully present the historical inevitability of Chinese modernization. From a global perspective, it is essential to integrate practices such as the Belt and Road Initiative and contributions to global poverty reduction, telling the story of Chinese modernization's world significance in dispelling the myth that "modernization=Westernization" and providing new options for developing countries. The current issues in narrative teaching, such as an incomplete system and insufficient depth of exploration, stem from the failure to construct content and delve into connotations from this dual perspective, making it difficult for narratives to fulfill the important mission of elucidating the essence of Chinese modernization and conveying socialist core values.

### **3.2 Monotonous teaching methods and insufficient interactive experiences**

In the teaching of Chinese modernization narratives within ideological and political education courses in universities, the rigidity of teaching methods and the lack of interactive experiences have become key constraints hindering the enhancement of teaching effectiveness. Deeply influenced by the traditional teacher-centered pedagogy, most classrooms still struggle with the narrative dilemma of one-way indoctrination, failing to align with the cognitive characteristics and learning needs of contemporary young students. These issues are specifically manifested in three aspects: classroom interaction design, experiential component construction, and the integration of practical teaching.

In terms of classroom interaction models, the unidirectional "teacher lectures, students listen" approach still dominates. Chinese modernization narratives predominantly adopt a rigid structure where teachers dominate storytelling while students passively absorb content. Even when employing case-based teaching methods, educators often limit their approach to superficial applications like "teachers interpreting cases, students memorizing key points," lacking interactive designs that encourage active participation in story interpretation, logical analysis, and value discussions. For instance, when presenting modernization stories such as poverty alleviation and technological innovation, teachers typically one-way present background, development processes, and practical achievements without posing open-ended questions to

guide students in exploring deeper themes like "institutional advantages behind the stories," "challenges overcome in practical implementation," or "insights for youth development." Even when classroom questioning occurs, it often consists of closed-ended questions like "Do you agree?" or "Do you understand?" that fail to stimulate deep thinking or engagement. This lack of two-way interaction keeps students in the role of "observers" rather than "participants," failing to motivate their initiative and creativity. It also prevents students from deepening their understanding of story connotations through intellectual exchanges, let alone achieving emotional resonance.

In the experiential design of ideological and political education, current storytelling methods often lack immersive and concrete experiential elements, hindering students' deep transition from "cognition" to "emotional resonance". As a grand practical process, Chinese modernization requires its spiritual essence and practical logic to be effectively conveyed through tangible experiential scenarios. However, most classrooms still rely on verbal narration and textual presentations, failing to provide immersive learning platforms. On one hand, the absence of scenario-based experiential designs, such as situational dramas, role-playing, or simulated practices prevents the transformation of abstract theoretical concepts and monumental achievements into students' intuitive understanding. On the other hand, the lack of personalized learning pathways, which fails to consider students' professional backgrounds, interests, and developmental needs, results in cookie-cutter storytelling that lacks individualized appeal. This teaching approach that prioritizes theoretical transmission over experiential engagement leaves students' understanding of Chinese modernization at the conceptual memorization level. Consequently, they struggle to fully immerse themselves, develop emotional connections, or achieve ideological recognition and value internalization.

From the perspective of practical teaching integration, the disconnect between classroom narratives and real-world social scenarios remains particularly acute. The practical teaching components are weak and lack systematicness, failing to establish a complete closed loop of "classroom storytelling, social practice, cognitive deepening." Currently, most ideological and political education courses in universities rely on fragmented activities like sporadic field visits and short-term research projects. These approaches neither align precisely with the storytelling methodology of Chinese-style modernization nor feature clear teaching objectives or systematic instructional designs. For instance, after discussing rural revitalization stories in class, students are not organized to conduct field research on modernization achievements in rural areas. Similarly, after explaining technological innovation accomplishments, no platforms are established to connect students with enterprises or research institutions, depriving them of firsthand experience with the challenges and breakthroughs in technological development. This teaching state characterized by "disconnection between classroom and society, separation of theory and practice" confines students' understanding of Chinese-style modernization to indirect experiences. Lacking intuitive perception and personal engagement with practical scenarios, students struggle to truly comprehend the practical logic and real-world significance behind these narratives. Consequently, they cannot transform the spiritual power embedded in these stories into conscious personal actions.

Further analysis reveals that the root cause of monotonous teaching methods and insufficient interactive engagement lies in the failure to transition from "knowledge transmission" to "value guidance" and "competency development" in educational philosophy. The teaching objectives of Chinese modernization narratives should not only acquaint students with historical achievements but also foster value recognition through emotional resonance and strengthen mission commitment via practical experience. However, current rigid teaching approaches and inadequate interactive design overlook young students' cognitive traits emphasizing participation, pursuing experiential learning, and valuing individuality resulting in narratives losing their inherent appeal and impact. Under such pedagogical frameworks, even stories with profound content struggle to resonate with students, ultimately undermining the educational goals of ideological and political courses.

### **3.3 Insufficient technological empowerment and limited narrative scenarios**

In an era where intelligent technologies are deeply integrated into the entire educational process, modern pedagogical tools like virtual simulations, data visualization, and AI-driven interactions offer universities a fresh opportunity to innovate the narrative of China's modernization story in ideological and political education. These technologies enable expanded scenarios, innovative formats, and enhanced outcomes. However, current teaching practices reveal that most universities fail to fully harness the educational potential of these technologies. The mismatch between technological applications and narrative needs, compounded by the inherent limitations of traditional classroom settings, makes it challenging to transform the grand vision of China's modernization into tangible, relatable expressions. This significantly undermines the storytelling's emotional impact and educational effectiveness.

From the perspective of technical application entities, the insufficient information technology literacy and narrative integration capabilities of ideological and political education teachers have become the core bottleneck for implementing technology empowerment. On one hand, influenced by traditional teaching concepts that prioritize content over form and lecture over interaction, some teachers lack proactive awareness in utilizing modern technologies to optimize narrative scenarios and enhance educational effectiveness. They mistakenly regard technology as an "auxiliary tool" rather than an "educational medium," with inadequate understanding of the narrative potential of virtual simulation and intelligent interaction technologies. Some even hold one-sided views such as "technology being useless" or "technological redundancy." On the other hand, teachers' technical application skills remain significantly deficient. Most can only skillfully operate basic functions like PPT playback and video insertion, while severely lacking mastery of advanced technologies including virtual simulation scenario construction, data visualization modeling, and AI-driven narrative interaction. Even when certain universities are equipped with relevant technical devices, they struggle to achieve deep integration between technology and the narrative content of Chinese-style modernization. This ultimately reduces technology empowerment to mere "formal embellishments."

From the perspective of digital resource supply, the provision of targeted and systematic high-quality digital teaching resources is severely insufficient, making it difficult to support the deep implementation of technology empowerment. Currently, the digital resources relied upon by ideological and political courses in universities are mostly general news clips, literature excerpts, or broad thematic video materials, lacking specialized digital resource libraries specifically constructed around the theme of Chinese-style modernization. Specifically, there are three main issues: First, the lack of immersive experience resources, as virtual simulation courses covering core themes such as poverty alleviation, technological innovation, and the Belt and Road initiative have not been developed, preventing students from experiencing the vivid scenes of modernization practices as if they were there. Second, the absence of interactive learning resources, such as personalized story interpretation systems and thematic Q&A platforms based on AI technology, fails to meet students' personalized needs for independent exploration and deep thinking. Third, the insufficient reserve of visual resources, as the core indicators, development trajectories, and practical achievements of Chinese-style modernization have not been transformed into dynamic charts, information graphs, or other visual works, making it difficult to convert abstract theoretical logic and grand practical achievements into intuitive cognitive carriers. The fragmentation and lack of targeting in resource supply hinder the full utilization of the innovative advantages of modern technology in practical scenarios, leaving technology empowerment in a predicament akin to "making a mountain out of a molehill."

From the perspective of narrative scene capacity, the physical space and presentation formats of traditional classrooms are limited, making it difficult to meet the grand narrative demands of Chinese modernization stories. Chinese modernization is a composite narrative encompassing historical depth, global vision, and multi-domain practices, involving rich content such as the historical context of a century of exploration, cross-domain collaborative scenarios, and a multi-dimensional achievement system. However, the static space and one-way communication model of traditional classrooms struggle to accommodate this diverse and multidimensional narrative requirement. For instance, when telling the story of the Belt and Road Initiative's transnational cooperation, it is impossible to construct dynamic, cross-regional collaborative scenarios through technical means, making it difficult for students to intuitively perceive the practical outcomes of "hard connectivity," "soft connectivity," and "heart connectivity." When interpreting the historical context of a century of modernization exploration, it is challenging to present the historical logic of successive struggles across different periods through dynamic narratives, resulting in students' understanding of the historical inevitability of Chinese modernization remaining at a conceptual level. In demonstrating the transformation practices of ecological and environmental protection, it is impossible to visually present the trajectory of ecological indicators through data visualization technology, making it difficult for students to deeply comprehend the development philosophy of "harmonious coexistence between humans and nature." This closed and static narrative scene not only weakens the story's penetration and appeal but also makes it difficult for students to comprehensively grasp the rich connotations of Chinese modernization from multiple perspectives, ultimately affecting the effects of cognitive deepening and value internalization.

The fundamental issue of insufficient technological empowerment and limited narrative scenarios stems from the failure to achieve deep integration between "technological tool attributes" and "the essential nature of ideological and political education." The core value of modern educational technology lies not merely in diversifying presentation formats, but in innovating scenarios, designing interactive experiences, and integrating resources to make the theoretical logic of Chinese modernization stories more accessible, practical contexts more perceptible, and value connotations more relatable. The current superficial application of technology, fragmented resource supply, and limited scenario expansion not only waste the technological dividends of the intelligent era but also fail to meet the core demands of young students in the new era for diverse, interactive, and immersive learning. Ultimately, these factors constrain the full realization of the educational value of Chinese modernization storytelling.

### **3.4 Shortcomings in Faculty Competence and Inadequate Collaborative Mechanisms**

As the primary bearers of China's modernization narrative, teachers' theoretical interpretation, narrative construction, and practical implementation capabilities collectively form the cornerstone of ideological and political education effectiveness. Currently, the comprehensive competencies of ideological and political educators in some universities fall short of the advanced requirements for teaching China's modernization story. Compounded by the loose coordination between on-campus and off-campus educational mechanisms and the one-dimensional nature of teaching evaluation systems, these factors collectively hinder the improvement of narrative teaching quality, presenting a systemic challenge that demands urgent resolution.

From the perspective of teachers' core competencies, the main shortcomings are concentrated in three major dilemmas: "weak theoretical foundation, inadequate narrative skills, and superficial practical understanding." First, insufficient theoretical interpretation ability. Some teachers' understanding of the theoretical system of Chinese-style modernization remains superficial and fragmented, failing to systematically grasp its core essence, essential characteristics, and practical logic. Particularly, they lack in-depth analysis of the fundamental attribute of "socialist modernization under the leadership of the Communist Party of China" and the essential differences between Chinese-style modernization and Western modernization. This results in their inability to accurately extract the theoretical core in story interpretation, failing to achieve the organic unity of "explaining theory through stories and guiding stories with theory." Second, inadequate narrative construction ability. Influenced by the path dependence of traditional lecture-based teaching models, some teachers lack professional narrative skill training. They struggle to transform grand modernization practices into vivid stories with "small entry points and concrete elements" and fail to master the conversion techniques from "political discourse to theoretical discourse to life discourse." As a result, they either fall into hollow preaching that "emphasizes theory over stories" or become fragmented narratives that "prioritize stories over theory," failing to balance the interest and ideological depth of the stories. Third, insufficient depth of practical understanding. Most teachers are long confined

to campus teaching scenarios, lacking experience in conducting field research and gathering inspiration from the frontlines of Chinese-style modernization practices (such as rural revitalization sites, cutting-edge scientific and technological innovation). They lack intuitive perception of the practical challenges, decision-making logic, and collective wisdom behind the stories, leading to narratives that lack authenticity and emotional resonance, making it difficult to evoke students' emotional connection.

The shortcomings in faculty capabilities are accompanied by the "fragmented and disjointed" challenges in collaborative education mechanisms both within and outside schools, with no clearly defined, efficient educational community established. On one hand, cooperation models exhibit "temporary and project-based" characteristics. Collaborations between universities and local governments, state-owned enterprises, rural revitalization demonstration sites, and red education bases often rely on short-term activities (such as single visits or temporary lectures), lacking long-term stable agreements, resource-sharing mechanisms, and interest alignment systems. This prevents social resources from being transformed into regular teaching resources. On the other hand, resource integration faces "barrier and dispersion" issues. Within universities, ideological and political education teachers lack interdisciplinary and interdepartmental collaboration with specialized faculty and administrative staff. Externally, high-quality resources from local propaganda departments, cultural tourism agencies, and corporate R&D teams fail to effectively integrate into the ideological and political education system. The "small classroom within the classroom" and "large classroom in society" fail to form synergistic educational effects, leaving Chinese-style modernization storytelling lacking vivid practical carriers and fresh sources of inspiration. Most notably, most collaborations lack clear teaching objectives and fail to design practical projects aligned with the core needs of Chinese-style modernization storytelling, resulting in underutilized educational value of social resources.

The oversimplification of teaching evaluation systems has exacerbated these systemic issues. Current ideological and political education assessments in universities exhibit a one-dimensional approach that prioritizes outcomes over processes and knowledge over values. Core evaluation metrics focus solely on written test scores reflecting students' memorization of knowledge points, while lacking practical dimensions or quantifiable standards for assessing key educational objectives such as emotional engagement, value cultivation, and practical application in story-based learning. Teacher evaluations predominantly rely on visible indicators like class hours and academic publications, failing to scientifically evaluate story-based teaching design capabilities, theoretical integration skills, and educational effectiveness. This "grades-only, papers-only" evaluation paradigm not only fails to comprehensively assess the authentic impact of Chinese-style modernization story teaching, but also lacks effective teaching feedback mechanisms and quality-driven improvement systems. Consequently, some educators lack intrinsic motivation to optimize teaching content or innovate instructional methods, perpetuating the vicious cycle of "inadequate faculty capacity, inefficient collaboration mechanisms, subpar teaching quality."

Fundamentally, the dual deficiencies in faculty competence and collaborative mechanisms stem from a structural imbalance between the "supply side" of ideological and political education and the "demand side" of Chinese-style modernization narrative teaching. This imbalance manifests in three critical gaps: a shortage of "multidisciplinary faculty" that precisely meets instructional needs, an absence of "collaborative systems" to integrate resources, and a lack of "scientific evaluation frameworks" to guide teaching optimization. To resolve this challenge, it is essential not only to strengthen targeted faculty development but also to establish a comprehensive, multi-tiered collaborative education system and a scientific, diversified evaluation mechanism. These measures will provide systematic support for effectively conveying the narrative of Chinese-style modernization.

#### **IV. Teaching Path of Telling the Story of Chinese Modernization in Ideological and Political Courses in Universities**

##### **4.1 Optimize the content system: Construct a fusion framework of "theory plus story"**

First, thematic integration of narrative content. By aligning with the characteristics of ideological and political education modules, we establish a thematic framework for Chinese modernization narratives. In the course *An Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics*, we integrate stories of modernization exploration from different historical periods around the process of adapting Marxism to the Chinese context, so as to highlight the historical logic. In the course *Current Situation and Policies*, we focus on the achievements of modernization in the new era, and integrate stories related to scientific and technological innovation, rural revitalization, ecological protection and other fields to demonstrate practical effectiveness. In the course *Ideology, Morality and Rule of Law*, we explore stories of the interaction between young role models and modernization drive, so as to strengthen the guidance for the sense of mission. Second, in-depth exploration of narrative essence. Selected stories are analyzed for their institutional advantages, value concepts, and spiritual connotations. For instance, when explaining poverty alleviation stories, we not only present achievements but also analyze the scientific rigor of "targeted poverty alleviation" policies, the role of grassroots Party organizations as bastions of strength, and the perseverance of officials and citizens, transforming narratives into vehicles for truth transmission. Third, life-oriented transformation of narrative expression. Case studies closely related to students' daily lives are selected, such as digital economy empowering campus life and college students' return entrepreneurship supporting rural revitalization. By interpreting these stories through youth-friendly scenarios and language, we enhance content accessibility and emotional resonance.

##### **4.2 Innovative Teaching Methods: Creating Diverse Interactive Narrative Scenarios**

First, implement case-based and comparative teaching. Select representative cases of Chinese-style modernization, such as Zhejiang's "Ten Thousand Villages Project", the development of Shenzhen Special Economic Zone, and landmark projects of the Belt and Road Initiative, to guide students in group discussions and analysis of the development logic behind these cases. At the same time, introduce problematic cases from the Western modernization process, such as

wealth disparity and ecological crises, and through comparative analysis, help students deeply understand the unique advantages and transcendence of Chinese-style modernization.<sup>[iv]</sup>Second, carry out situational and experiential teaching. Organize students to stage Chinese-style modernization-themed situational dramas, recreating major historical and practical scenes; invite participants in modernization construction, entrepreneurs, and grassroots cadres to share their personal experiences in the classroom, making the stories more authentic and engaging. Third, deepen practical teaching. Relying on the construction of "Grand Ideological and Political Courses", organize students to conduct "Walking Ideological and Political Courses", conducting research in rural areas, enterprises, and red education bases, experiencing the practical achievements of Chinese-style modernization firsthand, transforming classroom stories into practical experiences, and achieving the unity of knowledge and action.

#### **4.3 Strengthening Technology Empowerment: Building an Intelligent Teaching Ecosystem**

First, establish a digital teaching resource repository. Integrate historical footage, news reports, practical case studies, and expert analyses related to Chinese-style modernization to create a thematic digital repository for teachers' instruction and students' self-directed learning. Utilize data visualization technology to transform core indicators and developmental trajectories of modernization into dynamic charts, making grand achievements more intuitive and tangible. Second, expand learning scenarios through virtual simulation technology. Employ virtual simulation labs to recreate scenes such as poverty alleviation campaigns and major engineering projects, enabling students to "immersive" participate in story scenarios and enhance emotional resonance and immersion. Develop an AI-powered interactive Q&A system to provide real-time responses to students' personalized questions about modernization processes, improving teaching relevance. Third, extend the teaching chain through online platforms. Utilize platforms like Xuexitong and Yukuangtang to publish story materials, organize online discussions, and conduct post-class extension tasks, achieving "online + offline" integrated teaching that breaks classroom time and space constraints, ensuring the learning of Chinese-style modernization stories spans the entire educational journey. The digital teaching platform for ideological and political courses in universities based on virtual simulation technology can empower the supply of teaching information for ideological and political courses, effectively improve the informatization teaching level of ideological and political courses, and promote the transformation of traditional teaching methods of ideological and political courses.<sup>[v]</sup>

#### **4.4 Improving the Safeguard Mechanism: Building Strong Synergy for Collaborative Education**

First, strengthen faculty development. Utilize platforms like the "Weekend Theory Lecture Series" and specialized workshops to conduct training on Chinese-style modernization theory and narrative techniques, enhancing teachers' theoretical knowledge, storytelling skills, and technical application capabilities. Organize field research for teachers to gather authentic stories from modernization construction projects, enriching teaching with practical and engaging content. Establish a collective lesson preparation mechanism to conduct thematic discussions on story-based teaching of Chinese-style modernization, sharing teaching experiences and resources. Second, build collaborative mechanisms between schools and external partners. Establish partnerships with local governments, enterprises, rural communities, and research institutes to co-create practical teaching bases, providing students with platforms for field research and hands-on experience. Invite industry experts, grassroots officials, and youth role models as off-campus mentors to participate in story-based teaching and practical guidance for ideological and political courses, diversifying teaching participants. Third, improve the comprehensive evaluation system. Move beyond single-exam assessment models to establish a "process evaluation plus summative evaluation plus practical evaluation" framework, incorporating classroom participation, story interpretation, practical reports, and value recognition into the assessment scope. This comprehensive evaluation system thoroughly examines teaching effectiveness and drives continuous improvement in educational quality. We will build the pattern of the "Great Ideological and Political Course", strengthen the core role of organizational leadership, take the School of Marxism as the hub to connect the on-campus education system with off-campus social resources, and establish a "university-local collaborative education community".<sup>[vi]</sup>

### **V. Conclusion and Outlook**

Narrating the story of Chinese-style modernization serves as a vital pathway for ideological and political education in universities to evolve with the times and enhance educational effectiveness, while also being a key measure to guide young people in the new era to strengthen their ideals and beliefs and dedicate themselves to the great cause of national rejuvenation. Currently, ideological and political courses in universities face challenges such as an incomplete content system, monotonous teaching methods, insufficient technological empowerment, and weak support mechanisms when telling the story of Chinese-style modernization. To address these issues, a systematic teaching approach should be constructed from four dimensions: content optimization, method innovation, technological empowerment, and collaborative education. By integrating thematic content, diversifying innovative methods, enabling intelligent empowerment scenarios, and establishing comprehensive support mechanisms, the story of Chinese-style modernization can truly resonate with students' minds and hearts.

Looking ahead, as China's modernization practices advance and ideological and political education reforms deepen, universities must persistently enhance their capacity to narrate the story of Chinese-style modernization. Three key strategies are essential: First, stay attuned to contemporary trends by identifying new narratives and achievements in modernization efforts, ensuring teaching content remains relevant. Second, deepen pedagogical innovation by developing student-centered narrative approaches and teaching models that resonate with young learners, thereby boosting course engagement. Third, strengthen interdisciplinary collaboration by integrating ideological education with specialized courses, social practices, and campus culture to build a holistic educational framework. Only through these measures can ideological courses fully realize their educational mission, guiding students to strengthen the "Four Confidences" through

understanding China's modernization achievements, and empowering them to shoulder the era's mission in advancing this transformative endeavor.

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