

REVIEW ARTICLE

Empowerment, Integration and Remodeling: Value, Objectives and Paths of Ideological and Political Education Empowering Mathematics Teaching in Middle Schools

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ABSTRACT

Fostering virtue through education is the fundamental task of education in the new era. Middle school mathematics classrooms serve not only as venues for knowledge transmission and logical thinking cultivation, but also as platforms for value guidance. Instead of being an additional burden for mathematics teaching, ideological and political education injects a spiritual core into mathematics instruction and elevates its educational vision. Its value lies in expanding the educational connotation of mathematics, cultivating students' scientific spirit and national sentiment, and realizing the organic integration of knowledge imparting and value guidance. Aiming at prominent problems in current mathematics teaching for middle schools, such as rigid and superficial integration between ideological and political elements and mathematical knowledge, imbalanced time allocation, shallow exploration of ideological content, and lack of progressive design across school stages, this paper systematically constructs a three-dimensional practical framework for ideological and political education empowering middle school mathematics teaching from three dimensions: Strategic integration of ideological and political elements, thematic in-depth development of serialized and modular teaching cases, and cultural edification linking mathematical history and philosophy. A set of operable strategies is put forward to provide references for frontline mathematics teachers, facilitate the transformation of middle school mathematics education from instrumental rationality to value rationality, and fulfill the mission of cultivating talents for the Party and the country.

Keywords: Ideological and political education; Middle school mathematics teaching; Value connotation; Practical paths; Fostering virtue through education

INTRODUCTION

General Secretary Xi Jinping emphasized that "we must unswervingly nurture people with the Thought on Socialism with Chinese Characteristics for a New Era and implement the project of fostering virtue through education in the new era." This important statement centers education on cultivating sound personalities and clarifies that the Thought on Socialism with Chinese Characteristics for a New Era must be incorporated into the shap-

ing of students. Against the backdrop of new-era missions, how basic education transforms the profound connotations of the Thought on Socialism with Chinese Characteristics for a New Era into spiritual strength that is comprehensible, memorable, and applicable for middle school students stands as a key proposition for building a powerful education country, as well as a vital path to advance curriculum reform in basic education and strengthen the ideological and theoretical nature of mathematics courses. Starting from the three-dimen-

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Received: 7 April 2026; Revised: 11 April 2026; Accepted: 1 August 2026

<https://doi.org/10.67229/stemer.26080016>

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sional framework of "strategic integration, thematic in-depth development and cultural edification", this paper systematically explores optimized strategies for ideological and political education that empower middle school mathematics teaching, which bears both theoretical and practical significance.

VALUE IMPLICATION AND INEVITABILITY OF IDEOLOGICAL AND POLITICAL EDUCATION EMPOWERING MIDDLE SCHOOL MATHEMATICS TEACHING

The Requirement of the Times for the Fundamental Task of Fostering Virtue through Education

"A country that prospers must respect its teachers." Education is the cornerstone of national development and the soul of national progress. Entering the new era, General Secretary Xi Jinping emphasized that "we must take the effectiveness of fostering virtue through education as the fundamental criterion for evaluating all school work." This important discourse places moral cultivation at the core of educational work, fundamentally answering the pivotal questions of "who to cultivate, how to cultivate them, and for whom to cultivate them." It marks a profound shift in educational philosophy from knowledge-oriented instrumental rationality to people-centered value rationality. Inevitably, all subject teaching must transcend mere instruction in basic knowledge and shoulder the responsibilities of value guidance and character shaping to realize the organic unity of knowledge teaching and moral education. As **The Book of Rites · Record of Learning** states: "A teacher imparts practical knowledge and instills morality." Every subject classroom should become a practice field for fostering virtue through education, integrating ideological and political education into all teaching procedures, just as salt dissolves in water to achieve imperceptible educational effects.

As a core foundational subject in basic education, middle school mathematics boasts an irreplaceable unique advantage and bounden responsibility in fulfilling the task of fostering virtue through education, thanks to its rigorous logical system, wide applicability and foundational function. As a science researching quantitative relations and spatial forms, mathematics inherently contains profound philosophical wisdom and dialectical thinking. The rigor and precision of mathematical reasoning reject subjective speculation, requiring all conclusions to rest on solid premises and strict deduction, making mathematics the optimal carrier to cultivate students' pragmatic rational thinking and scientific spirit. The British philosopher Francis Bacon remarked: "Mathematics is the key that opens the gate of science." This rational way of exploring the world plays a crucial

role in adolescents forming an objective, truth-seeking and pragmatic world outlook.

In summary, the new-era educational policy centering on fostering virtue through education endows middle school mathematics teaching with a noble educational mission. Middle school mathematics education must never stop at cultivating mere problem-solvers. Instead, it must fully recognize its unique strengths in shaping students' world outlook and thinking modes, and take the initiative to integrate value guidance into knowledge transmission and ability cultivation. This constitutes both an inevitable requirement of the times and an indispensable path for mathematics education to fulfill its educational goals.

The Internal Demand to Expand and Deepen the Educational Connotation of Mathematics Discipline

For a long time, middle school mathematics education has largely remained at the level of instrumental rationality. Many educators regard mathematics as a pure tool consisting of formulas, theorems and problem-solving skills whose core value lies in efficiently and accurately solving preset exercises. While this orientation helps develop students' logical thinking and operational skills, it inadvertently strips mathematics of its profound humanistic heritage and spiritual core, leading to separation between knowledge instruction and character cultivation. To break through this dilemma and realize the profound transformation of mathematics education from instrumental rationality to value rationality, ideological and political education serves as a key driving force. By endowing mathematical knowledge with multiple learning meanings, abundant emotional connotations and value guidance, it facilitates the organic unity of knowledge transmission, ability cultivation and value guidance, breathing fresh soul into mathematics teaching.

Integrating ideological and political education into mathematics instruction endows mathematical knowledge with meaningful connotations, building a bridge from instrumental to intrinsic value. Pure instrumental rationality treats knowledge as cold, objective symbolic systems, whereas ideological and political empowerment restores the humanistic warmth and historical context of mathematical knowledge. For instance, when teaching the Pythagorean theorem, teachers should not only derive its formula but also introduce the independent discoveries recorded in China's **Zhoubi Suanjing** ("The short leg is three, the long leg four, and the hypotenuse five"). Rather than receiving an isolated formula, students learn a magnificent epic of humanity's persistent pursuit of truth. When introducing Hua's Theorem and the Brouwer-Cartan-Hua Theorem, teachers may share the story of Hua Luogeng, who abandoned his unfinished

studies and returned to China immediately upon the outbreak of the War of Resistance against Japanese Aggression. By excavating mathematical history and mathematicians' stories, knowledge gains historical depth and cultural belonging. Students draw inspiration from the spirit of exploration, integrity, and patriotism, elevating knowledge learning beyond understanding "what" to grasping "why," realizing the leap from basic cognition to profound comprehension.

In conclusion, ideological and political empowerment is by no means an additional task for mathematics education, but a finishing touch that returns mathematics education to its original essence. It dynamically elevates mathematics education to a higher realm of value rationality. During this sublimation process, knowledge transmission gains profound weight by carrying human wisdom and cultural heritage.

A Practical Approach to Cultivate Students' Core Literacy and National Sentiment

Through philosophical thinking processes, ideological and political empowerment internalizes value rationality at the methodological level. Mathematics inherently abounds in philosophical thinking, acting as a natural carrier for scientific world outlook and rational spirit. While instrumental rationality focuses on problem-solving techniques, ideological and political empowerment reveals universal philosophical principles behind such techniques. Geometric proof embodies the law of quantitative change leading to qualitative change; tackling complex mathematical problems teaches students to distinguish primary and secondary contradictions. Integrating philosophical thinking into problem-solving extends mathematical training to the cultivation of thinking character and rational spirit. Students learn to view the world from critical, developmental and interconnected perspectives, forming a scientific attitude of pursuing truth, respecting logic, daring to question and maintaining rigorous pragmatism. This constitutes the core of value rationality — a code of conduct rooted in in-depth reflection and spiritual recognition.

Meanwhile, with ideological and political empowerment, middle school mathematics classrooms can contextualize the cultivation of ability, guiding instrumental capabilities to serve value judgment. Instrumental rationality prioritizes problem-solving ability yet often falls short of addressing real-world social challenges. With ideological and political empowerment, mathematical competencies can be honed through authentic social, technological, and ethical scenarios. For example, when teaching probability and statistics, teachers may guide students to analyze data behind social hot issues, such as big data applications in epidemic prevention and control, helping them examine misleading statistics and cultivate media literacy and so-

cial responsibility in the information age. When explaining functions and optimization problems, teachers may link content to major national strategic demands, such as optimizing the energy structure under carbon peaking and carbon neutrality goals and logistics route planning. This helps students see mathematics as a powerful tool driving social progress and sustainable development, prompting them to reflect on the fundamental question of "why we study mathematics" and elevating their cognition to the level of contributing to national development, completing the transformation from solving textbook problems to assuming social responsibility.

Against the backdrop of deepening education reform and implementing the fundamental task of fostering virtue through education, cultivating students' core literacy and national sentiment has become a focal concern across society. Organically integrating ideological and political education into subject teaching, especially foundational disciplines like mathematics, stands as the most solid and effective practical path to translate grand national narratives into daily education and internalize value concepts into students' inner minds.

AN EXAMINATION OF PRACTICAL PROBLEMS IN INTEGRATING IDEOLOGICAL AND POLITICAL EDUCATION INTO CURRENT MIDDLE SCHOOL MATHEMATICS TEACHING

Rigid and Formal Integration: The Prominent Phenomenon of the "two-skin phenomenon"

In the current practice of curriculum-based ideological and political education, the most prominent issue in middle school mathematics classrooms is the disjointed "two-skin phenomenon" between ideological and political elements and mathematical knowledge. The "two-skin phenomenon" in policy implementation refers to the gap between official guidelines and actual practices. Failing to form organic connections, the two are merely crudely superimposed, appearing far-fetched and rigid and falling short of the ideal state of "salt dissolved in water".

This disjointed integration is mainly reflected in abrupt transitions: some teachers force ideological and political content into mathematical knowledge instruction. For example, they derive the metaphor that "life should follow a straight path with no detours" from the geometric principle that "the line segment between two points is the shortest". This abrupt moral analogy is philosophically untenable, as it negates the growth value embedded in twists and turns of life. Rooted in biased perceptions and insufficient competency regarding curriculum-based ideological and political education, the "two-skin phenomenon" represents formalism driven by the mindset of "conduct ideological education for the sake of ideolo-

gical education". Educators treat curriculum ideological and political education as a quantifiable task, prioritizing "whether ideological content is included" over "whether integration achieves quality effects". Another root cause lies in teachers' superficial excavation of the philosophical connotations and cultural value of mathematics. Mathematics embodies profound spiritual connotations, including truth-seeking rigor, innovative exploration and logical precision, as humanity's rational exploration of the world. To resolve this challenge, educators must return to the essence of mathematics. Only when ideological and political content resonates with mathematical knowledge logically, spiritually and emotionally can genuine organic integration be realized. The relationship between subject teaching and ideological and political education should be harmonious and mutually complementary, just as spring blossoms bloom or salt melts in water. High-quality curriculum-based ideological and political education achieves ingenious integration and mutual reinforcement between subject knowledge and value guidance.

Imbalanced Proportion and Superficial Depth: Conflicts Between Disciplinary Dominance and Ideological and Political Elements

Another core challenge in exploring ideological and political integration in mathematics courses lies in mishandling the balance between disciplinary subjectivity and ideological elements. Current problems mainly manifest in two aspects: reversed time allocation squeezing core mathematical content, and superficial ideological education reduced to empty preaching.

The overt contradiction lies in the imbalance of time and structural proportions. The core objective of junior high school mathematics classes is to deliver grade-specific mathematical knowledge and cultivate mathematical thinking. However, some classrooms overextend ideological and political content to highlight educational effects, reversing primary and secondary priorities. For instance, certain teachers spend excessive class time screening documentaries and narrating mathematicians' stories while rushing through proofs and the essence of mathematics. This "usurping the host's role" not only weakens mathematics' dominant position as a discipline but also renders ideological and political education rootless, as students lack the solid mathematical literacy needed to support value enlightenment.

The deeper contradiction resides in superficial comprehension and insufficient excavation. Much so-called ideological and political mathematics teaching merely adds moral conclusions to mathematical knowledge, mechanically equating basic mathematical rules with life maxims. Teachers abruptly insert moral education into mathematics lessons, for instance, simplifying the preci-

sion required in mathematical calculation to the moral analogy that "one must be rigorous and error-free in life". While this transformation appears intuitive, it fails to touch upon the world outlook and methodology behind mathematical thinking. Instead, it rigidly standardizes the diverse trajectories of personal growth, suppressing students' autonomy. Furthermore, the history of mathematics intertwines with the evolution of human civilization. Current ideological integration often extracts isolated Chinese mathematical achievements without broader international perspectives, failing to demonstrate how mathematics, as a universal language, facilitates cross-civilization exchanges or acknowledge mathematical contributions from diverse civilizations. Interpretations lacking historical depth and cultural breadth render ideological and political education in middle school mathematics thin and feeble, narrowing students' horizons and weakening their capacity to judge international affairs objectively.

Under such circumstances, profound philosophical implications of mathematics — its exploration of objective laws and cultivation of human rational spirit — are overshadowed by simplistic moral indoctrination, unable to exert lasting influence on students' inner worlds and reduced to tedious, meaningless ramblings.

Insufficient Implementation Capacity and Systematic Planning: Dual Challenges of Teachers and School Stages

The effective implementation of mathematical curriculum-based ideological and political education ultimately relies on teachers and systematic curriculum planning, both of which face prominent constraints hindering its development.

The core challenge at the teacher level is insufficient competency. "Mathematics of variables — of which calculus constitutes the most important branch — is essentially nothing more than dialectics applied to mathematics." Nevertheless, most mathematics teachers graduate as mathematics majors, whose knowledge systems concentrate on mathematical fundamentals, logical reasoning and problem-solving skills, with relatively superficial reserves in humanities and social sciences such as pedagogy, ethics, philosophy and psychology. This disciplinary background leaves them struggling with the comprehensive demands of curriculum-based ideological and political education due to limited exposure, inadequate learning and insufficient attention. They lack the insight to identify ideological and political elements embedded in mathematics, as well as the wisdom and expressive skills to integrate such elements naturally and vividly into teaching. Accustomed to rational, logical expression, mathematics teachers may deliver philosophical connotations in dull, rigid language, weakening the effective-

ness of ideological and political education.

The challenge at the systematic planning level consists of segmented school stages and deficient design. Current curriculum-based ideological and political education mostly relies on teachers' spontaneous exploration or school-based courses, lacking top-down systematic design spanning primary, middle and high school stages. This results in repetitive low-level ideological integration content across grades without progressive design aligned with students' cognitive development. Additionally, vague overall and staged objectives define mathematical ideological and political education from Grade 7 to Grade 12. Corresponding scientific evaluation systems to measure educational outcomes are also absent. There is no consensus on evaluating the effectiveness of integrated ideological and political teaching — whether assessment should rely on students' emotional feedback or behavioral changes. The absence of evaluation mechanisms allows ideological and political construction in the curriculum to slide into formalism, impeding continuous improvement.

CONSTRUCTION OF THREE-DIMENSIONAL PRACTICAL PATHS FOR IDEOLOGICAL AND POLITICAL EDUCATION EMPOWERING MIDDLE SCHOOL MATHEMATICS TEACHING

Organically integrating ideological and political education into middle school mathematics teaching requires transcending scattered, random supplementary teaching to build a systematic, operable practical framework that enables imperceptible infiltration of ideological and political elements and empowers students' all-round development.

Strategic Integration: Embedding Ideological and Political Elements into the Entire Teaching Process

Ideological and political elements should not serve as sudden interludes in teaching procedures, but as core threads running through all classroom stages. First, objective setting must shift from single knowledge targets to integrated three-dimensional objectives. During lesson planning, teachers should formulate explicit emotional, attitudinal and value objectives alongside basic knowledge targets, taking value guidance as the soul of instructional design. For example, when teaching statistics, beyond the basic objective that "students can calculate mean, median and mode", teachers should establish value objectives such as "analyze real-world resident income data to understand the meaning and limitations of the mean in reflecting overall social living standards, perceive national efforts to promote common prosperity, and cultivate data literacy for dialectical and compre-

hensive problem analysis".

Second, teaching implementation must shift from delivering conclusions directly to fostering experiential understanding. "Mathematics serves as an auxiliary tool and manifestation of dialectics." The ideological and political value finds its optimal carrier in the generation and evolution of mathematical knowledge itself. Starting in junior high school, teachers should prioritize cultivating mathematical thinking to lay foundations for advanced learning, fostering students' logic, concentration, rigor, and dialectical philosophical thinking.

In scenario creation, teachers should actively link content to real life while conducting cross-regional comparative analysis based on China's developmental achievements. For instance, when teaching exponential functions, teachers may introduce data on China's new energy vehicle sales growth over the past five years. Students build mathematical models to experience the power of exponential growth and perceive industrial momentum driven by national strategic layout. During knowledge generation, teachers may restore historical contexts to promote scientific spirit. Over 500 distinct proofs exist for the Pythagorean theorem; teachers may introduce proofs from *Zhoubi Suanjing* and Euclid's work, guiding students to recognize the universality of mathematical truth and diversity of proof methods, and appreciate humanity's persistent rational exploration and cross-cultural wisdom integration. Ideological connotations can also be extracted and moral character elevated during problem-solving reflection sessions.

Finally, mathematical modeling and project-based learning enable the shift from solving textbook exercises to addressing real-world challenges, representing the highest level of strategic integration. Teachers may design research projects such as "designing optimal irrigation schemes for community parks" or "analyzing eyesight conditions among school students and proposing early warning suggestions". While applying mathematical knowledge, students deeply recognize mathematics' social value in resource conservation and public health care, internalizing social responsibility and humanistic care. "Mathematical literacy constitutes basic literacy for every citizen in modern society", which should be reinforced through comprehensive practical modules. Through multi-dimensional embedding across all teaching procedures, ideological and political education transforms from an optional add-on to an endogenous component, unifying normalization and effectiveness.

Thematic In-Depth Development: Developing Serialized and Modular Teaching Cases with Ideological and Political Connotations

"To establish a dialectical and simultaneously materialist

view of nature, one must possess knowledge of mathematics and natural sciences." To address fragmented, random integration of ideological and political content, educators must string scattered ideological and political fragments together around serialized thematic frameworks, incorporate cutting-edge technological developments, and develop a repository of serialized, modular teaching cases. This systematizes ideological and political education, clarifying directions for ideological and political empowerment in middle school mathematics teaching.

AI-Generated Content (AIGC) represents a frontier innovation empowering ideological and political education. Educators should actively leverage AIGC to construct mathematical models integrating grand national development narratives, witnessing contemporary progress through mathematics empowered by technology. For example, linear and exponential function models built with AIGC can analyze trends in national indicators including high-speed rail mileage and urbanization rates. Students use AIGC to draw fitted curves and predict future trends, deepening their comprehension of functions while experiencing the practical application of mathematics and witnessing China's developmental achievements. Teachers may also collect data on per capita GDP, school enrollment rates, tap water coverage and wireless network penetration across Chinese regions, guiding students to use AIGC to calculate central tendency and discrete degree and draw various statistical charts. While analyzing data and interpreting regional disparities, students master the functions of different graphs and recognize China's tremendous developmental achievements alongside unbalanced regional challenges requiring further resolution.

Additionally, educators should construct a spiritual genealogy of mathematical spirit. Guided by the principle that "graduated and progressive ideological and political courses spanning primary, secondary and higher education are essential" and the requirement to "coordinate the integrated construction of ideological and political courses across all school stages", teachers should focus on outstanding Chinese and foreign mathematicians, especially excavating stories of Chinese mathematicians, to form vivid teaching materials promoting scientific spirit and humanistic character. This genealogy spans primary school to university, past to present, and domestic to international mathematical history. Special emphasis should be placed on the integrity of Chinese mathematicians: stories such as Hua Luogeng's theoretical research during the War of Resistance against Japanese Aggression and Chen Jingrun's persistent pursuit of the Goldbach Conjecture interpret the scientific spirit of patriotism, innovation, pragmatism, dedication, collaboration and education. Multiple thematic modules system-

atize scattered ideological and political points, reducing teachers' burden of temporarily sourcing materials and ensuring consistency, depth and breadth of ideological and political education.

Cultural Edification: Linking Mathematical History and Philosophy to Enhance Cultural Confidence

Mathematics has long been intertwined with natural sciences, while its integration with social sciences is a recent development. However, the social integration of mathematics accelerates alongside rapid societal progress. Mathematics has established intersectional connections with disciplines including economics, yielding remarkable achievements, indicating that mathematics will comprehensively permeate all social science disciplines and revolutionize their disciplinary landscapes.

Beyond serving as a tool and cultivating thinking, the most enduring ideological and political education enables students to understand and appreciate mathematics from a cultural perspective, fostering inner cultural confidence and striving passion.

First, educators should elaborate on ancient Chinese mathematical wisdom to consolidate cultural confidence. Ancient Chinese mathematical achievements feature distinctive algorithmic and practical characteristics, representing unique cultural treasures. Narrating this history dispels the biased misconception that "ancient China only produced mathematical techniques without mathematical thought", demonstrating the advanced abstract thinking capabilities of ancient Chinese scholars. Second, teachers should excavate universal philosophical principles embedded in mathematical thought to elevate students' thinking realms. Mathematics provides a natural training ground for philosophy, containing dialectical laws including the unity of opposites, quantitative change leading to qualitative change, and negation of negation. The British philosopher and mathematician Bertrand Russell stated: "Mathematics, rightly viewed, possesses not only truth, but supreme beauty." Guiding students through such philosophical reflection yields rewards far exceeding mathematical knowledge itself, shaping their world outlook and methodology.

Mathematical beauty lies in rigorous logic, harmonious forms and concise structures; guiding students to appreciate such beauty cultivates noble sentiment and sustained intrinsic learning motivation. Through cultural edification, mathematics classrooms transcend cold formulas and exercises to become cross-temporal, cross-cultural intellectual journeys, delivering imperceptible ideological and political education and realizing perfect unity of knowledge transmission, ability cultivation and value guidance.

CONCLUSION

"Comprehensively advancing curriculum-based ideological and political education means embedding value guidance within knowledge transmission and ability cultivation to help students shape a correct world outlook, outlook on life and values. This constitutes an indispensable component of talent cultivation, a strategic initiative that shapes successor training, national long-term stability and national rejuvenation." Organically integrating ideological and political education into middle school mathematics teaching is far more than simple knowledge superposition; it represents a transformative educational reform aimed at breaking the tendency of prioritizing technical skills over moral enlightenment in mathematics teaching. By introducing value guidance, mathematics education returns to its original mission of enlightening wisdom, cultivating spirit and serving society, answering the fundamental questions of "for whom to cultivate talents, what kind of talents to cultivate, and how to cultivate them".

Looking ahead, sustained effective ideological and political education in mathematics teaching requires systematic guarantees and further deepening. The primary measure is to strengthen the role of teachers as the main force. General Secretary Xi Jinping emphasized: "The quality of ideological and political courses hinges on teachers, on stimulating teachers' enthusiasm, initiative and creativity." Schools must deliver special training and interdisciplinary teaching research, develop teaching case repositories to comprehensively upgrade mathematics teachers' educational literacy, and innovate evaluation mechanisms. New assessment standards should incorporate ideological and political educational outcomes, tracking changes in students' scientific attitudes, thinking qualities and value concepts demonstrated during mathematics learning, establishing diversified developmental evaluation criteria to realize the shift from score-oriented education to holistic student cultivation.

Integrating the soul of ideological and political education into the framework of mathematics constitutes a strategic project laying foundations for the nation's future generations. Educators must advance this initiative with firmer consciousness and scientific approaches, ensuring mathematics education fulfills its dual responsibilities of knowledge transmission and cultivating new generations capable of shouldering the mission of national rejuvenation.

DECLARATION

Source of funding

The authors received no specific funding for this research, its analysis, or the preparation of this manuscript.

Conflict of interest

The authors declare no competing interest.

Data availability statement

No new empirical data were generated or analyzed for this conceptual article.

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