

The Rationale and Approaches for Teaching Chinese Stories in Ideological and Political Theory Courses in Higher Education

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Abstract

Telling Chinese stories well is an important mission of China's external communication in the new era, and an inherent requirement for cultivating students' moral character through ideological and political theory courses (IPT courses) in higher education. Teaching Chinese stories effectively in IPT courses helps enhance theoretical persuasiveness, improve classroom appeal, and nurture new generations capable of undertaking the mission of national rejuvenation. In teaching practice, it is essential to establish teaching priorities based on the intrinsic requirements of telling Chinese stories well and the pedagogical principles of IPT courses. This involves systematically addressing the rich connotations and contemporary values of Chinese stories, their core essentials and basic principles, narrative systems and discourse expression, and the cultivation of young people's relevant capabilities. In terms of specific approaches, educators should ground their teaching in theoretical classics to deeply convey the ideological implications of Chinese stories, align with the curriculum system to thoroughly explain their internal logic, and employ typical cases to vividly demonstrate their contemporary appeal, thereby truly teaching Chinese stories with depth, clarity and vitality.

Keywords

Ideological and political theory courses, Higher education, Chinese stories, International communication, Character building

Introduction

Enhancing China's international communication capabilities necessitates well-told Chinese narratives, effective dissemination of China's voice, and the presentation of a truthful, multidimensional, and comprehensive national image. As primary arenas for cultivating talent, universities and their ideological and political theory (IPT) courses should play a distinctive role in presenting China's stories effectively. These courses serve as key vehicles for implementing the fundamental task of fostering virtue through education. The construction of IPT courses in the new era emphasizes advancing in tandem with the theoretical armament of the Party's innovative theories. As an important component of ideological and cultural work, telling Chinese stories well should naturally be integrated into IPT course instruction in higher education. Accordingly, the question of how to teach Chinese stories with depth, clarity, and vitality in IPT courses is essential not only for fulfilling major political and

educational missions, but also for addressing practical instructional challenges. Therefore, IPT instructors must deeply grasp three core questions: why to teach, what to teach, and how to teach. By clarifying the underlying values and significance, defining key content priorities, and innovating pedagogical methods [1]. They can cultivate a new generation of young voices capable of telling China's stories well.

The significant value of teaching Chinese stories in IPT courses

Telling Chinese stories well is an important mission of ideological and cultural work in the new era. Integrating this approach into IPT instruction holds significant value on multiple fronts: Theoretically, it strengthens the persuasive power of the courses. Pedagogically, it enhances classroom engagement and appeal [2]. Educationally, it fosters a new generation equipped to undertake the mission of national rejuvenation.

Contributing to enhanced theoretical persuasiveness of IPT courses

The vitality of theory lies in its ability to persuade, and the key to persuasion lies in the thoroughness of theory. By teaching Chinese stories well in IPT courses, systematic research and scholarly interpretation of the Party's innovative theories can be effectively advanced, helping students truly understand and deeply comprehend them [3]. From the perspective of position building, using Chinese theory to interpret Chinese practice and using Chinese practice to elevate Chinese theory represents the fundamental path to enhancing theoretical persuasiveness. Chinese stories embody the profound wisdom of the Communist Party of China (CPC) in governance and carry the success code of socialism with Chinese characteristics. Integrating Chinese stories organically into IPT course instruction drives teachers to continuously improve their theoretical literacy and deepen their research and interpretation of these stories. It also promotes the effective transformation of political discourse into academic and pedagogical discourse, thereby providing solid scholarly support for teaching the Party's innovative theories and building universities into key platforms for telling Chinese stories well.

From the perspective of student engagement, Chinese stories integrate profound historical foundations with vivid contemporary interpretations, offering both deep theoretical insights and fresh practical illustrations. When instructors, based on textbook and Party document sources, clearly explain to students the core questions of “what”, “why”, and “how” concerning Chinese stories, and fully demonstrate their contemporary value and significance. They can guide students to organically unite the mastery of scientific theory with the steadfastness of political conviction. This process effectively fulfills the role of IPT courses in conveying mainstream ideology.

Contributing to enhanced classroom appeal of IPT courses

Only when IPT course construction resonates with the Party's innovative theories can it generate new vitality. Teaching Chinese stories well helps achieve teaching objectives, enrich teaching content, and optimize teaching effectiveness, driving courses toward connotative development.

From the perspective of teaching methods, IPT courses cannot be delivered through rote reading or in a dull, lifeless manner. Instruction should not merely remain at

the level of abstract theoretical interpretation but must clearly explain to students the relationship between theory and practice, as well as between society and individuals. Chinese stories, with their rich and vivid practical cases, can readily resonate with students' personal experiences and growth.

This requires teachers to continuously optimize their teaching methods by combining theoretical instruction with storytelling, and theoretical appeal with emotional identification. This approach provides vivid perceptual support for abstract theoretical propositions and effectively enhances classroom appeal and attractiveness. From the perspective of teaching resources, Chinese stories encompass five thousand years of Chinese civilization, one hundred years of CPC struggle, over seventy years of New China's development, and more than forty years of reform and opening [4]. Rich in content and diverse in form, they can provide inexhaustible material resources for IPT course instruction, effectively addressing problems such as monotonous teaching content and outdated cases.

Contributing to cultivating new generations capable of national rejuvenation

The fundamental purpose of running IPT courses well lies in fully implementing the Party's education policy and solving the fundamental question of whom to cultivate, how to cultivate them, and for whom to cultivate them. Teaching Chinese stories well helps strengthen the talent foundation for building a strong country and achieving national rejuvenation.

From the perspective of addressing doubts and confusion, students' questions are precisely the key points that IPT courses should clarify. Currently, some students have vague or even biased understanding of the Chinese path, Chinese system, and Chinese theory. This requires teachers to fully address students' theoretical needs, using vivid Chinese stories to clarify key questions such as “why the CPC can”, “why Marxism works”, and “why socialism with Chinese characteristics is good”. By resolving doubts and building consensus, they can guide students toward a genuine identification with and love for their motherland.

From the perspective of value shaping, IPT courses should not only clearly explain the logical system of Chinese stories to students but also guide them to establish correct ideals and beliefs and master scientific thinking methods. Chinese stories embody a distinct

spirit of historical initiative, genuine concern for the people, and profound methodological wisdom. IPT courses should be adept at mining these spiritual resources to convey the spiritual character of the Chinese nation and the fine traditions of the CPC to students. This promotes the organic integration of theoretical learning with capability cultivation and spiritual shaping, thereby continuously enhancing students' ability and capacity to tell Chinese stories well.

The teaching priorities for Chinese stories in IPT courses

Teaching Chinese stories well in IPT courses requires accurately grasping their intrinsic requirements and pedagogical principles to scientifically design teaching content. Teachers must fully understand the rich connotations of Chinese stories throughout the teaching process, enabling students to gain knowledge, develop capabilities, and shape values in the classroom.

Deeply understanding the rich connotations and contemporary value of Chinese stories

Chinese stories represent the concentrated embodiment of the material and spiritual civilization created by the Chinese nation throughout its long historical development. They also serve as a vivid portrayal of the struggles and practices of the Chinese people during the periods of revolution, construction, and reform. Teaching Chinese stories effectively in IPT courses requires systematically presenting their rich connotations and contemporary value. This approach guides students to deeply recognize that Chinese stories serve as important carriers of Chinese civilization, vivid interpretations of the Chinese spirit, and powerful demonstrations of Chinese strength.

From the historical dimension, Chinese stories carry five thousand years of civilizational accumulation of the Chinese nation. From the creation myths of Pangu separating heaven and earth and Nüwa mending the sky, to the brilliant achievements of the Four Great Inventions and the Silk Road, each historical stage presents deeply moving stories [5]. This continues through the modern era, with the great leap of the Chinese nation from decline to awakening, and from standing up and growing prosperous to becoming strong. From the contemporary dimension, Chinese stories showcase the great practice of socialism with Chinese characteristics. The miraculous achievement of poverty alleviation, the

united fight against the pandemic, the rapid progress in scientific and technological innovation, and the remarkable results in ecological civilization construction are all brilliant chapters of Chinese stories in the new era. From the value dimension, Chinese stories embody the spiritual genes and value pursuits of the Chinese nation. They reflect the wisdom, creativity, and spiritual outlook of the Chinese people, and demonstrate the original aspiration, mission, and responsibility of the CPC.

Accurately grasping the core essentials and basic principles of telling Chinese stories well

Telling Chinese stories well is a shared responsibility of the entire Party and society. Publicity departments, the media, frontline departments, and all sectors should actively share these stories. As the main channel for ideological and political education, IPT courses in higher education should take the lead in telling Chinese stories well. Teaching should help students accurately grasp the core essentials and basic principles of telling Chinese stories.

First is adhering to the principle of authenticity. Chinese stories must be based on facts and grounded in truth, relying on authentic history, data, and cases to tell their story. This approach avoids exaggeration and falsehood, ensuring that Chinese stories can stand the test of history and practice. Second is adhering to the principle of multidimensionality. A true, multidimensional, and comprehensive China should be presented, discussing both achievements and problems, both opportunities and challenges, both history and reality, avoiding one-sidedness and oversimplification. Third is adhering to the principle of contemporaneity. We must stay abreast of the times, grasp the pulse of our era, focus on telling China's stories in the new era, and fully showcase the development, progress, and spiritual character of contemporary China. Fourth is adhering to the principle of internationality. Attention should be paid to the international expression of Chinese stories, employing methods that the international community can readily understand and accept. This will continuously enhance the international communication power and influence of Chinese narratives.

Systematically constructing the narrative system and discourse expression of Chinese stories

Accelerating the construction of Chinese discourse and narrative systems is essential, using Chinese theory to interpret Chinese practice and Chinese practice to elevate

Chinese theory. Creating new concepts, categories, and expressions that connect China and the world constitutes an intrinsic requirement for telling Chinese stories well. IPT courses should guide students to systematically grasp the basic approaches to constructing the narrative system of Chinese stories.

From the subject dimension, Chinese stories are stories jointly created by the Chinese people under the leadership of the CPC. The CPC is the core protagonist of Chinese stories, and the Chinese people are the creative subject. Telling Chinese stories well means telling the stories of the CPC and telling the stories of the Chinese people. This involves telling the stories of the Party and the people sharing the same heart, breathing together, and sharing a common destiny. From the perspective of content, Chinese stories encompass all domains, including politics, economy, culture, society, and ecology. It is essential to effectively convey China's stories of development, governance, culture, people's livelihoods, and ecological conservation, thereby constructing a comprehensive and multi-layered narrative framework. In terms of methodology, attention should be given to balancing grand narratives with micro-perspectives, historical accounts with contemporary depictions, and rational exposition with emotional resonance. This integration consistently enhances the persuasiveness, appeal, and communicability of Chinese stories. At the discourse level, innovative modes of expression should be adopted by skillfully employing contemporary colloquial and digital media language. This transforms "grand principles" into "relatable stories" and "written language" into "everyday conversation", making China's narratives more vivid, accessible, and moving.

Carefully cultivating young people's capabilities for telling Chinese stories

Young people are the future of the country and the hope of the nation, as well as the fresh force for telling Chinese stories. IPT courses should focus on cultivating young students' capabilities for telling Chinese stories, infusing Chinese stories with youthful vigor [6].

First, we should strengthen cultural confidence to stimulate intrinsic motivation. Running IPT courses well requires solving many problems, but the most important is solving the confidence problem. Chinese civilization, with its long history and profound depth, provides the deep foundation and source of strength for telling

Chinese stories. Teachers should base their instruction on excellent traditional Chinese culture, revolutionary culture, and advanced socialist culture, conducting in-depth analysis of the unique strengths of Chinese civilization. By employing historical and international comparisons, students can gain a clearer understanding of the distinctive characteristics of Chinese civilization. This approach inspires patriotism and the resolve to strengthen the nation, while solidifying their confidence and determination to tell Chinese stories well. Second, we should enhance patriotic sentiments to gather willpower. Teachers should help students recognize their mission and responsibility in telling Chinese stories, guiding them to correctly understand the relationship between the "small self" and the "great self" [7]. By keeping major national affairs in mind, students can demonstrate youthful responsibility in the process of actively sharing Chinese stories. Finally, we should improve capabilities to enhance initiative. Young people are the most energetic, most enterprising, and least conservative group in society, containing infinite power to drive social progress. In teaching, instructors should not only explain the rich connotations of Chinese stories but also impart methods and techniques for telling them well. This approach encourages students to stand at the forefront of the times, develop their talents, and actively engage in the practice of sharing Chinese stories.

Innovative approaches to teaching Chinese stories in IPT courses

The essence of IPT courses lies in elucidating fundamental principles, with the crucial task of presenting them in a profound, clear, and dynamic manner. Instructors should effectively integrate the goal of conveying China's stories with the distinctive pedagogical features of IPT courses. This involves deepening understanding through theoretical study, clarifying concepts through curricular coherence, and bringing lessons to life through case-based application.

Grounding in theoretical classics to deeply convey the ideological implications of Chinese stories

The most effective way to study theory is to read original works, study original texts, and comprehend original principles. IPT course teachers should systematically study texts and convey the ideological implications of Chinese stories authentically from both vertical and horizontal dimensions.

In terms of textual study, teachers should base their instruction on textbooks while deeply studying Party documents such as “Xi Jinping: The Governance of China” and “Selected Works of Xi Jinping”, ensuring thorough familiarity with important discussions on telling Chinese stories well. The viewpoints and conclusions taught in class maintain a high degree of consistency with the Party Central Committee. Meanwhile, students should be guided to study relevant texts based on textbooks to consolidate their theoretical foundation and deepen their understanding of Chinese stories. In the vertical dimension, teachers should combine textbooks and Party documents to clearly explain the historical evolution of Chinese stories, systematically presenting the development process from ancient to modern and contemporary China [8]. By doing so, they reveal the historical, theoretical, and practical logic of these stories, guiding students to establish a “grand historical perspective”. On a horizontal level, given that China’s stories span multiple domains including economy, politics, culture, society, and ecology, instructors should guide students to grasp the integrity and systematic nature of these narratives. This involves understanding the interconnections among stories from different fields to cultivate a systemic perspective.

Aligning with the curriculum system to thoroughly explain the internal logic of Chinese stories

Policy documents such as “Guidelines for Integrating Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era into Curriculum and Teaching Materials” provide guidance for teaching Chinese stories in IPT courses. Teachers should base their instruction on the teaching objectives and content characteristics of each course, developing Chinese story instruction from different angles to create a curriculum matrix effect.

In combining theory with practice, the course “Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era” can base itself on important discussions about telling Chinese stories, vividly explaining the rich connotations of Chinese stories in the new era and accurately interpreting relevant major plans. The course “Fundamental Principles of Marxism” should focus on cultivating students’ worldview and methodology. This involves using Marxist standpoints, viewpoints, and methods to explain

the necessity and fundamental principles of telling Chinese stories. The course “Introduction to Merta Thought and the Theoretical System of Socialism with Chinese Characteristics” should interpret the theoretical connotations of Chinese stories from the perspective of adapting Marxism to the Chinese context and the needs of the times, demonstrating the historical process and significance of the CPC’s telling of Chinese stories.

The course “Outline of Modern and Contemporary Chinese History” can connect history with reality by using historical facts for past-present comparative education, guiding students to recognize the historical depth and contemporary value of Chinese stories. The course “Ideology and Morality and Rule of Law” should focus on the advanced figures and touching deeds in these stories, thoroughly explaining their connection with the Chinese spirit and inspiring young people to participate in telling them. Meanwhile, the course “Current Affairs and Policy” should present the latest developments in China’s new-era stories and the corresponding mission for college students, helping them understand the situation and distinguish right from wrong. In terms of curriculum coordination, many universities in recent years have introduced elective IPT courses such as “Excellent Traditional Chinese Culture” and “The History of Reform and Opening Up”, thereby enriching the teaching content of IPT education. These courses can serve as entry points to guide students toward a deeper understanding of Chinese stories from various dimensions. These dimensions include the development of Chinese civilization, the process of Chinese modernization, and the global significance of China’s development, which collectively form an educational synergy.

Using typical cases to vividly demonstrate the contemporary appeal of Chinese stories

Case teaching is an effective method for IPT course instruction. Drawing on the rich practice of the new era and fully exploring and using typical cases of Chinese stories plays an important role in helping students deeply understand Chinese stories.

Using cases to showcase achievements. China in the new era has achieved historic accomplishments and undergone historic transformations, providing a rich repository of materials for case teaching [9]. On one hand, development can be illustrated through historical comparative cases, examining the achievements of China

in the new era within the context of its national development history and the broader pattern of global development. This approach allows the use of data comparisons, images, and videos to demonstrate China's tremendous changes, thereby enhancing students' sense of connection to Chinese stories through the integrated use of text, imagery, and audiovisual materials. On the other hand, confidence can be built through cross-national comparative cases. By analyzing cases from different countries, the stance and unique advantages of the Chinese path can be clarified, helping students understand that "good governance in China" stems from "good institutions in China", thereby strengthening their confidence in telling Chinese stories.

Using cases to convey spirit. Cases present not only achievements but also rich educational values. We should effectively convey the spiritual lineage of the CPC. The Party's great founding spirit and the spiritual lineage developed throughout its century of struggle form an important part of Chinese stories. We should also effectively tell the stories of the Chinese people's struggles. These narratives, whether about grassroots cadres in poverty alleviation or scientific researchers in technological innovation, all embody the spiritual outlook and striving posture of the Chinese people. Guiding students through case teaching to recognize the important role of the CPC and the Chinese people in creating Chinese stories helps cultivate patriotic sentiments and a sense of mission.

Using cases to explain principles is an effective teaching method. In practice, teachers must properly handle the relationship between theoretical explanation and case analysis, avoiding teaching only theory without cases or focusing solely on cases while neglecting scholarly reasoning [10]. In case selection, cases should serve teaching priorities and avoid the forced connections of arbitrary reasoning. Teaching cases should be selected organically to create scenarios through case-based instruction, thereby achieving content that is both engaging and substantive [11]. In case analysis, principles should be embodied and influence demonstrated by balancing trending cases with rational reflection. This approach achieves sound reasoning through both emotional presentation and logical explanation, continuously revealing the principles, theories, and philosophies behind Chinese stories. By helping students understand not only "what", but also

"why" and "why it must be so", it guides them to fully comprehend, deeply identify with, and actively retell Chinese stories, thereby gathering youthful energy for sharing these narratives.

Conclusion

Telling Chinese stories well is a crucial mission in the new era, carrying profound significance for enhancing China's international communication capacity, consolidating the ideological foundation of higher education, and nurturing talents for national rejuvenation. As the core platform for ideological and political education in universities, IPT courses have an inherent responsibility to integrate Chinese stories into teaching practice. This integration not only enriches the theoretical connotation and practical appeal of IPT courses but also provides a vivid carrier for answering the fundamental questions of "for whom to cultivate talents, how to cultivate them, and what kind of talents to cultivate".

The practice of teaching Chinese stories in IPT courses requires grasping three core dimensions: value, content, and method. In terms of value, it strengthens the theoretical persuasiveness of IPT courses by linking Party innovation theories with Chinese practice, enhances classroom appeal through vivid and diverse narrative resources, and lays a solid foundation for cultivating young generations with firm beliefs and mission awareness. In terms of content, it is essential to deeply excavate the rich connotations and contemporary values of Chinese stories, adhere to the principles of authenticity, multidimensionality, contemporaneity, and internationality, construct a systematic narrative system and effective discourse expression, and focus on cultivating young students' cultural confidence, patriotic feelings, and practical ability to tell Chinese stories well. In terms of methods, grounding teaching in theoretical classics ensures the accuracy of ideological connotations, aligning with the curriculum system forms an educational synergy, and using typical cases vividly demonstrates the practical power and spiritual charm of Chinese stories. These approaches collectively realize the goal of teaching Chinese stories with depth, clarity, and vitality.

Looking ahead, the integration of Chinese stories into IPT courses in higher education is a continuous exploration and improvement process. Educators need to

keep pace with the times, continuously innovate teaching concepts and methods, better connect the historical depth, practical breadth, and value height of Chinese stories with the cognitive characteristics and growth needs of young students. By doing so, they can guide young people to truly understand, identify with, and spread Chinese stories, enabling them to grow into qualified inheritors and disseminators of Chinese culture and powerful contributors to national rejuvenation. In this way, IPT courses will better fulfill their fundamental task of fostering virtue through education and make greater contributions to enhancing China's cultural soft power and international influence.

Funding

This work was not supported by any funds.

Acknowledgements

The author would like to show sincere thanks to those techniques who have contributed to this research.

Conflicts of Interest

The author declares no conflict of interest.

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