

Practice and Exploration of Ideological and Political Education in Curriculum in the *Finance* under the Integration Mode of "Trinity"

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Abstract It is a strategic measure to implement the fundamental task of cultivating morality and nurturing people by comprehensively promoting the construction of ideological and political education in curriculum. In this paper, the *Finance* course at Yangtze University is taken as the research object. Addressing the current problem of the "two skins" between professional courses and ideological and political education, it systematically elaborates on the constructed "value guidance – knowledge transmission – ability cultivation" trinity integrated model of ideological and political education in curriculum, which provides a valuable reference for the ideological and political construction in similar courses through the paradigm of "localized cases + collaborative practice + systematic education".

Key words Ideological and political education in curriculum; *Finance*; Trinity; Teaching mode; Cultivating morality and nurturing people

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Higher education shoulders the significant task of cultivating socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor skills. As a comprehensive educational concept, ideological and political education in curriculum aims to integrate ideological and political education throughout the entire process of higher education teaching, achieving a deep integration of knowledge imparting, ability cultivation, and value shaping. Compared to the ideological and political courses, ideological and political education in curriculum emphasizes more on "moistening things silently". By exploring the ideological and political education resources contained in various courses, the synergistic effect of cultivating morality and nurturing people can be achieved.

Finance is the core of modern economy, and the healthy development of financial sector is directly related to national economic security and social stability. Therefore, in the core course *Finance*, which aims to cultivate future financial practitioners, it is particularly important by strengthening ideological and political education. It not only needs to impart professional knowledge on the operation of financial markets and the management of financial institutions, but also guide students to establish correct views on currency, credit, risk, and power, deeply understand the political and people-oriented nature of financial work, and cultivate a sense

of responsibility to abide by professional ethics, serve the real economy, and maintain national financial security.

However, in the current education of finance, there are common problems such as the rigid combination of ideological and political elements with professional knowledge, single teaching methods, and an evaluation system that emphasizes knowledge over morality, resulting in poor effectiveness of ideological and political education. In response to these issues, the teaching team of *Finance* at Yangtze University has explored for many years and constructed a set of construction model of ideological and political education in curriculum with "trinity" integration as the core and "localization + collaboration" as the characteristic, achieving significant results. This paper aims to systematically sort out and summarize the concept, path and effect of this model, with a view to providing theoretical and practical reference for the ideological and political construction of similar courses^[1].

1 Overall design of ideological and political education in curriculum in the *Finance*

1.1 Aligning with professional characteristics and anchoring the direction of ideological and political in curriculum As a core course of economics majors, revolving around three major goals: "strengthening ideals and beliefs, enhancing financial security awareness, and cultivating professional ethics", the *Finance* cleverly integrates ideological and political elements into the professional knowledge system, guides students to establish correct financial values, and cultivates a sense of responsibility to serve the development of the national and local economy.

1.2 Carefully designing construction goals to achieve a trinity integration The teaching framework of the course *Finance* is

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reconstructed with the construction goal of "value guidance – knowledge deepening – ability enhancement" trinity.

1.2.1 Value shaping goal. Focusing on patriotic education, professional ethics cultivation, and risk awareness enhancement, it aims to strengthen students' sense of mission and institutional confidence in serving the real economy through the development history of RMB and financial regulatory cases.

1.2.2 Knowledge transmission goal. It should help students master the basic theories of finance, understand the operating laws and development trends of financial markets; familiar with the business processes and regulatory systems of financial institutions, and enhance the timeliness and applicability of knowledge by combining with cutting-edge fields such as digital RMB and green finance.

1.2.3 Ability development goal. It should cultivate students' abilities for analytical decision-making, teamwork, and continuous learning, strengthen the combination of theory and practice, and ensure that students can adapt to the rapid development and changes in the financial industry.

1.3 Modularizing ideological and political mapping, and optimizing the content of ideological and political education in curriculum

The construction of ideological and political education in curriculum is not simply about adding ideological and political education to professional courses. The course adopts the "modular ideological and political mapping" method, which reconstructs the original teaching content of the twelve chapters of *Finance* into five knowledge modules, and embeds ideological and political elements layer by layer and accurately, ensuring that value shaping resonates with the development of the discipline. The specific design is as follows:

Financial elements (currency, credit, interest rates): value building focuses on establishing correct monetary values, cultivating credit awareness of integrity and compliance, and strengthening understanding of interest rate marketization reform. Through case studies such as the development history of RMB, achievements in the construction of China's credit reporting system, and the practice of LPR reform, the evolution of monetary system is combined with the national economic governance capacity, and students' institutional confidence and integrity awareness are strengthened.

Financial institutions (bank, securities, insurance, *etc.*): value building focuses on enhancing the sense of mission to serve the real economy, establishing financial professional ethics, and cultivating risk compliance awareness. Through cases such as the Science and Technology Innovation Board supporting technological self-reliance and self-improvement, the effectiveness of inclusive finance policies, and agricultural insurance poverty alleviation, students' understanding on the origins of finance and professional ethics is deepened.

Financial markets (currency, capital, derivatives markets): value building focuses on understanding the market resource allocation function, strengthening fair trade awareness, and establis-

hing correct investment values. Through teaching content such as Beijing Stock Exchange serving "specialized, refined, distinctive, and innovative" enterprises, promoting ESG investment concepts, and preventing excessive financialization, students are guided to establish an investment concept that serves the national innovation strategy and sustainable development.

Macro-control (monetary policy, financial regulation, *etc.*): value building focuses on enhancing institutional confidence, cultivating macro perspectives, and strengthening systemic risk awareness. By analyzing the advantages of China's anti epidemic financial policies, breakthrough regulatory innovation, and financial support for common prosperity, the institutional advantages of China's financial governance are highlighted, and students' macro analysis and risk identification abilities are enhanced.

Open finance (exchange rate, international balance of payments, offshore markets): value building focuses on cultivating an international perspective, enhancing financial sovereignty awareness, and establishing the concept of win-win cooperation. With the RMB internationalization strategy, the "the Belt and Road" financial cooperation, and the advantages of the cross-border inter-bank payment system (CIPS) as the main lines, students will be trained to firmly believe in China's path in the comparison between China and foreign countries, and have a strategic vision to maintain national financial security.

Through this overall design, the curriculum has formed a closed-loop education system that is based on professional knowledge, guided by ideological and political goals, and tested by practical abilities.

2 Teaching practice of ideological and political education in curriculum in the *Finance*

Implementing top-level design requires innovative teaching practices as support. This course breaks the traditional "cramming" theoretical teaching mode and creates an "immersive + collaborative" educational scene, which is promoted from three aspects: exploring ideological and political resources, innovating teaching methods, and reforming teaching modes^[2].

2.1 Exploration of ideological and political resources Based on the regional economic characteristics of Hubei Province and Jingzhou City, the course has constructed a "localization + specialization" ideological and political case library. More than 30 teaching cases have been selected around the three themes of "financial security", "financial ethics", and "inclusive finance", with local cases accounting for over 40%. For example, in the "financial institutions" section, cases such as the "Financial Village Official" system of Jingzhou Rural Commercial Bank and the "Smart Livestock Loan" of Hubei Bank are introduced to allow students to truly experience the mission and innovation of financial services for rural revitalization. In the "financial market" section, the financial innovation between Hubei carbon emission trading market and Jingzhou crayfish industry chain is analyzed, and green finance and industry chain finance theory are closely integrated

with local practices. In the "open finance" section, the financial support case of China – Europe Railway Express (Wuhan) is studied, and the financial cooperation achievements under the "the Belt and Road" initiative is understood.

These "stories around us" greatly enhance the sense of the times, attractiveness, and persuasiveness of the curriculum, achieving a deep binding between professional education and regional development needs.

2.2 Innovation in teaching methods Dual teacher co teaching, integrating practice and ideological and political education; inviting executives from institutions such as Changjiang Securities and Construction Bank to give joint lectures with on campus teachers. For example, when teaching "financial compliance and professional ethics", industry experts share ethical dilemmas and compliance requirements in real business, making abstract professional ethical norms concrete and profound.

Scenario simulation to promote the internalization of value judgments; design highly simulated teaching scenarios, such as the simulation seminar on "the impact of the Federal Reserve's interest rate hike on the Chinese economy". Students are divided into groups to play the roles of central bank officials, corporate CFOs, etc. Through policy debates and scenario deduction, they gain a deeper understanding on the independence and stability of China's monetary policy, which is "me first". Through role substitution, macro governance thinking and institutional confidence are strengthened.

Practice linkage, practice financial social responsibility; jointly building a "financial innovation practice base" with Jingzhou Financial Bureau and financial institutions, and organizing students to participate in practical activities such as "inclusive finance into communities" and "financial knowledge going to the countryside". Through anti fraud propaganda, financial science popularization and other services, students not only consolidate their professional knowledge, but also strengthen the "people-oriented" purpose of financial work.

Empowered by technology to achieve precise ideological and political guidance; utilizing smart teaching tools such as "rain classroom" to conduct real-time barrage questioning and in class testing of ideological and political knowledge points. For example, in the "monetary policy" chapter, the interactive question "Why does China adhere to a prudent monetary policy during the Federal Reserve's interest rate hike cycle?" is set up in class. Through data visualization, the distribution of students' views is presented, and teachers provide targeted comments, effectively guiding students' value cognition.

2.3 Teaching mode reform: implementing the "three-stage progressive" full-process education mechanism Revolving around the teaching logic of "value internalization – knowledge construction – behavior externalization", the course innovatively constructs a three-stage progressive full-process education model of "pre class – in class – post class".

Pre class value guidance (value internalization): before

teaching "monetary policy", students are required to read the literature package *Comparison of Monetary Policies between China and the United States*, complete the mind map of "analysis of differences in policy objectives", initially perceive the differences in financial governance concepts between China and the United States, and enter the classroom with questions.

In class knowledge integration (knowledge construction): in the chapter of "financial markets", using dual teacher collaborative teaching, how the registration system reform of the Science and Technology Innovation Board serves the national strategy of "technological self-reliance and self-improvement" is analyzed. At the same time, students are required to give a group presentation on the topic of "China's structural monetary policy in the fight against the epidemic", demonstrating the "people-oriented nature of financial policies", and achieving synchronous improvement of knowledge, ability, and value through cross evaluation and teacher summary.

Post class practice transformation (externalization of behavior): encouraging students to transform what they have learned into practical actions, such as participating in the volunteer service of "financial knowledge into community", or participating in subject competitions with the background of "Jiangnan Plain rural revitalization", and designing the "Jianli rice – shrimp intercropping industry chain supply chain finance model". This stage has achieved a leap from cognition to practice, from the classroom to society, and completed the final closed loop of ideological and political education.

3 Evaluation system for the effectiveness of ideological and political education in curriculum

To scientifically evaluate the effectiveness of ideological and political education in curriculum, a comprehensive evaluation mechanism integrating "knowledge – ability – value" has been established, emphasizing the combination of process evaluation and summative evaluation^[3].

3.1 Process evaluation Classroom performance (10%): using smart teaching tools to record data on student participation in classroom interactions and discussions, and quantifying their level of engagement and cognitive activity.

Group discussion (30%): conducting discussions around local cases (such as Hubei Bank's "smart livestock loan") and rating them from three dimensions: financial logic, ideological and political values, and team collaboration.

Theme paper (20%): setting up topics closely related to national strategy and local practice, such as "Jingzhou crayfish industry chain financial innovation", to examine students' ability to propose solutions that combine professionalism and social value.

Practice report (20%): implementing a dual evaluation system between industry mentors and on campus teachers for students' performance and report quality in practical activities such as "inclusive finance into communities".

3.2 Summative evaluation (accounting for 20%) Open-en-

ded essay questions are set in the final exam, such as "analysis of Ant Group's regulatory incident", focusing on testing students' ability to comprehensively apply professional knowledge to make value judgments and reflections.

Bonus points are set up for innovative works, and bonus points are given to works that have won awards in competitions such as the National Financial Innovation Competition, encouraging them to apply what they have learned and serve society.

3.3 Dynamic tracking mechanism A graduate tracking system is established, and the College Student Affairs Office is collaborated to monitor the employment ratio and career development of students who have participated in course practice in financial institutions. A talent quality feedback mechanism is established with partner companies such as Bank of China and Changjiang Securities to evaluate the "social responsibility awareness" and "professional ethics" of graduates during their internships.

4 Characteristics and experience summary of ideological and political education in curriculum in the *Finance*

Summarizing the exploration of ideological and political education in curriculum in the *Finance* at Yangtze University, its core feature and innovation lie in the construction of a three in one promotable model of "localized cases + collaborative practice + systematic education".

4.1 Design characteristics of ideological and political education in curriculum

4.1.1 "Dual chain driven" resource construction model.

(1) Local case chain. A circular system of "case collection (government/enterprise) – teaching transformation (teachers) – practical verification (students)" is built. For example, the case of "Jingzhou crayfish industry chain financial support" is developed through student research and included in the *Jingzhou Rural Revitalization Financial Support Plan*.

(2) Professional competence chain. Through the three-level design of "regulatory analysis – case warning – practice benchmarking", financial professional ethics is strengthened. After the discussion on the documentary *Inside Job*, students wrote a course paper on the *Chain Impact of Financial Corruption on the Social Economy*. By jointly organizing a lecture on "compliance management and professional ethics" with financial institutions, cases of local financial institutions' violations and punishments are shared, and students' professional ethics is enhanced.

4.1.2 Teaching method of "four-dimensional collaboration".

(1) Double teacher in class: inviting the compliance director of CITIC Construction Investment and teachers to jointly teach "compliance points for listing on the science and technology innovation board" and analyze the national strategic orientation in the registration system reform.

(2) Digital empowerment: utilizing rain classroom to analyze

student opinions in real-time. In the seminar of "impact of federal reserve interest rate hikes", it is found through a data heatmap that 83% of students recognized the independence of China's monetary policy.

(3) Role substitution: designing a scenario of "central bank governor decision simulation". Students need to balance growth and risk in a virtual economic crisis and strengthen macro governance thinking.

(4) Government – enterprise linkage: school – enterprise collaboration organizes practical activities such as "inclusive finance in communities" and "financial knowledge in rural areas", to strengthen the combination of theory and practical teaching, and lead students to practice social responsibility.

4.1.3 Full-process education mechanism of "three-level progression". Through the three stages of "pre class guidance – in class integration – post class transformation", ideological and political education is organically integrated into the entire teaching process, achieving the sublimation of students' value cognition, value recognition, and value practice^[4].

4.2 Experience summary of ideological and political construction in curriculum

(1) It must adhere to system design. Ideological and political education in curriculum is not fragmented, but should be restructured and designed as a whole to achieve precise mapping between ideological and political elements and knowledge modules.

(2) It should fully tap and utilize localized and industry-specific ideological and political resources, making ideological and political education down-to-earth, more persuasive and infectious.

(3) Innovative teaching methods are necessary. It should abandon preaching and use situational, interactive, and practical teaching methods to enable students to "learn by doing" and "realize through thinking", actively completing value construction.

(4) It must establish a sound evaluation system. It should establish a diversified evaluation system that covers knowledge, abilities, and values, and use a dynamic tracking mechanism to ensure continuous improvement of educational outcomes.

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