THE LOGIC AND FIELD OF INTEGRATION OF IDEOLOGICAL ELEMENTS INTO BILINGUAL COURSES IN THE PERSPECTIVE OF SOCIOLOGY OF KNOWLEDGE

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Abstract: The sociology of knowledge's explanation of the process of knowledge production, transformation and reproduction in the social context provides an important logical interpretative framework for exploring the path of coupling the elements of ideology and professional knowledge. Based on this framework, curriculum ideology is generated, organized and transmitted according to specific rules in three different fields: production, re-contextualization and reproduction. In these three arenas, the integration of ideological elements into the teaching of bilingual programs presents special requirements. This paper takes the course of Global Social Security System as an example to explain the field and path of realizing the integration of ideological elements into bilingual courses.
Keywords: Sociology of knowledge; Curriculum ideology; Bilingual courses; Logic of integration; Field of realization

1 INTRODUCTION

In order to cultivate international professionals who can adapt to the global competition and cooperation environment, it has been more than 20 years since bilingual (the language of instruction is usually English and Chinese) courses were formally incorporated into the undergraduate teaching system of colleges and universities in 2001.In the Guideline for the Construction of Curriculum Ideological Education in Colleges and Universities issued by the Ministry of Education, it is required that "the teaching contents of curriculum should be sorted out in depth, and the ideological elements in the courses should be explored in depth in the light of the characteristics, thinking methods and values of different courses, and organically integrated into the teaching of the courses, so as to achieve the effect of educating people in a silent manner". As an important category in universities, bilingual courses need special attention in the construction of curriculum ideological education.

In recent years, scholars have carried out rich research around the theme of how to integrate the ideological elements into course education. Firstly, in terms of the exploration of ideological elements, some scholars believe that the Ideological elements of curriculum do not exist explicitly in teaching materials, and that the Ideological elements of curriculum can be condensed through sorting out of course content and the design of teaching organization[1], and the value of the course knowledge as a basis for the professional courses and the ideological courses in the same direction[2] ; Secondly, in terms of the mechanism for the connection of Ideological elements and professional courses, scholars have put forward targeted teaching paths for different course categories. Secondly, in terms of the articulation mechanism between Ideological elements and professional courses, scholars have proposed targeted teaching paths for different course categories, such as the "four-dimensional" synergistic model that combines course teaching, social practice, network interaction and campus culture[3], the teaching mode of case competition that promotes learning [4], and the embedded, supportive and complementary teaching paths for engineering courses[5]; Thirdly, in terms of the effectiveness of integrating ideological elements into curriculum, most scholars believe that there are still issues such as fragmented, superficial, and forced incorporation of ideological elements in professional teaching[6].

Overall, the previous study is predominantly composed of experiential summaries and strategic research, with an excessive emphasis on the practical logic of integrating ideological elements into the curriculum. There is a notable lack of deeper exploration into the mechanisms and principles underlying this integration. Therefore, this paper aims to explore the theoretical logic of integrating ideological elements from the perspective of the sociology of knowledge. By considering the pedagogical characteristics of bilingual courses and using the "Global Social Security Systems" course as a case study, it seeks to analyze the practical domains for incorporating ideological elements. The goal is to contribute to the academic foundation for the development of curriculum-based ideological education and to enhance its effectiveness in nurturing students.

2 THE LOGIC OF KNOWLEDGE SOCIOLOGY IN INTEGRATING IDEOLOGICAL ELEMENTS INTO BILINGUAL COURSE TEACHING

As a branch of sociology, the sociology of knowledge is a study that provides a sociological interpretation of the production, transformation, and reproduction of knowledge within the social landscape. Durkheim pointed out that knowledge harbors specific ideologies, values, and concepts, bearing a value-laden nature[7]; simultaneously, the developmental process of knowledge and its carried values are closely linked to social contexts, exhibiting social constructiveness. The sociology of knowledge offers a crucial logical framework for analyzing the value implications

and intrinsic mechanisms behind curricular knowledge, and for exploring the pathways to couple ideological elements with professional knowledge.

2.1 The Production, Recontextualization, and Reproduction Fields of Curricular Knowledge

Bernstein argues that educational symbols (knowledge) are generated, organized, and transmitted according to specific rules within three distinct fields: production, recontextualization, and reproduction[8]. Table 1 demonstrates the expression of ideological elements in three types of knowledge domains and their corresponding teaching stages.

Table 1 The Expression of Ideological Elements in the Three Fields of Curricular Knowledge

Field	Rule	Expression of Ideological Elements	Corresponding teaching link
Production	Distribution rules: Constructing social discourse with power and establishing ideology to regulate the production of knowledge.	Based on the legitimacy knowledge of pre-selection, the value mapping of ideology concepts in curriculum knowledge is determined.	Teaching preparation: screening teaching materials, and define the basic categories of teaching content.
recontextualization	Re-contextualization rules: deconstruct and reconstruct professional knowledge and the values it contains, and complete a meaningful and orderly ranking.	Reorganize the discourse expression system of professional knowledge and its values.	Teaching preparation: Construct a system of teaching knowledge points, and design the integration path of values through situational reconstruction.
Reproduction	Evaluation rules: provide standards for knowledge transfer and learning to standardize teaching practice.	In the context of reality and classroom reconstruction, value compliance and identification are formed.	Teaching practice: To achieve the goal of ideological teaching through specific teaching forms and means.

2.1.1 The production field of curricular knowledge
The production field is the primary site for generating legitimate curricular knowledge, encompassing rational cognition of the objective world and the essential connection between values, beliefs, and ideological concepts within social reality. The legitimacy of curricular knowledge refers to its alignment with the logic of knowledge development while embodying values consistent with contemporary ideology and expectations for future societal construction. Based on this knowledge, the initial framework of curricular knowledge is constructed, enabling the mapping of ideology and beliefs into the curriculum. This process completes the selection of ideological elements and professional knowledge within the "production field."

2.1.2 The recontextualization field of curricular knowledge
The recontextualization field is where legitimate knowledge aligned with public values is processed and reorganized to form a complete curricular knowledge system[9]. In this field, two important relationships exist: the relationship between static textual knowledge and dynamic knowledge construction, and the relationship between vertical discourse and horizontal discourse.

Static textual knowledge originates from textbooks, while dynamic knowledge construction arises from interactions with external social contexts. In the recontextualization field, educators restore static textual knowledge to dynamic knowledge construction contexts, enabling learners to dynamically understand the essential connections between curricular knowledge, social practices, and social morality as social contexts evolve. Conversely, dynamic knowledge construction also shapes static textual knowledge. As social contexts change over time, static textual knowledge must incorporate new ideas and theories, carrying updated social public values to meet the educational expectations of ideological education in the new era.

Vertical discourse has specific descriptive patterns and standards for text production and circulation but lacks concrete context. Horizontal discourse, though lacking systematic organizational principles, is deeply contextualized and conveyed through fragmented education, such as demonstrations or hints, repeatedly transmitted to learners. In the recontextualization field, it is necessary to skillfully "stitch" these two discourses, embedding fragmented horizontal discourse into systematic vertical discourse to improve the recontextualization of vertical discourse. Simultaneously, different fragments of horizontal discourse should be mapped to corresponding positions within the vertical discourse system to avoid disorder.

2.1.3 The reproduction field of curricular knowledge
The reproduction field is where teaching practices occur, and learners understand the objective logic of professional knowledge and its embedded values based on social contexts. Mead argues that the "reflection" of contexts is a necessary condition for the development of individual minds in society. Learners participating in social interactions "reflect" on their individual experiences, forming the basis for acquiring new knowledge[10]. Therefore, the transmission of curricular knowledge often occurs through classroom interactions, cooperation, and competition, promoting learners' compliance and identification within the reflection of social contexts.

2.2 Special Requirements for Integrating Ideological Elements into Bilingual Courses in the Three Fields

In the three fields mentioned above, integrating ideological elements into bilingual professional courses presents special requirements:

Firstly, in the production field, the ideological elements embedded in textbooks and teaching materials require careful identification. Currently, most bilingual courses use English-original teaching resources. Without careful selection and reorganization of knowledge points, theoretical norms may deviate from Chinese practices, undermining students' confidence in the socialist system with Chinese characteristics and hindering the formation of value identification.

Secondly, in the recontextualization field, the reorganization of legitimate knowledge and the reconstruction of social contexts must bridge Chinese and Western cultural contexts. Integrating linguistic and cultural factors into the learning and training of professional knowledge and skills promotes students' cross-cultural awareness and thinking.

Thirdly, in the reproduction field, due to limitations in English proficiency, most teachers and students cannot use English as fluently as native speakers. When inputting and accepting values, emerging technologies such as artificial intelligence should be integrated to create more perceptible teaching interactions, enabling learners to experience and understand the objective logic and value adherence of knowledge. This achieves an effective connection between individual experience and public values within the teaching context.

3 IMPLEMENTATION FIELDS OF INTEGRATING IDEOLOGICAL ELEMENTS INTO BILINGUAL PROFESSIONAL COURSES—A CASE STUDY OF *FOREIGN SOCIAL SECURITY SYSTEMS*

As discussed earlier, ideological elements are expressed in the three fields of knowledge production, recontextualization, and reproduction. Below, the course *Foreign Social Security Systems* is used as an example to illustrate the implementation paths of integrating ideological elements into bilingual professional courses in the three fields.

3.1 Selection of Ideological Elements and Professional Knowledge in the Production Field

The course *Foreign Social Security Systems* introduces the formation and development of global social security systems, basic theories, and institutional models. Through comparative analysis of representative countries (including China), students gain a deeper understanding of the composition, fund-raising, and management systems of global social security systems, as well as their current status and future directions. Although the course uses English-original textbooks, the limited content necessitates reliance on additional resources such as case studies, teaching videos, and exercises compiled from platforms like the International Social Security Association (ISSA), the World Health Organization (WHO), and the Chinese Social Security Association. For courses like *Foreign Social Security Systems*, which heavily rely on self-selected resources, the selection of ideological elements and professional knowledge poses significant challenges. However, setting dual teaching objectives for professional knowledge and ideological literacy can help define the effective scope of knowledge and ideological elements. Table 2 illustrates the professional knowledge framework and ideological framework of *Foreign Social Security Systems*.

Table 2 Teaching Objectives and Legitimate Knowledge Framework Selection for *Foreign Social Security Systems*

	Teaching Objectives	Selection of Legitimate Knowledge Framework
Knowledge Skills	Master typological analysis methods for social security systems.	Theoretical Basis: Esping-Andersen's three-worlds of welfare capitalism theory.
	Understand development patterns and reform directions of global social security systems.	Longitudinal Process: Historical context, evolution, and reforms of social security systems in six representative countries.
	Develop problem identification and logical reasoning abilities.	Cross-national Comparison: Comparative analysis through case studies, seminars, and script writing.
	Enhance academic English proficiency in listening, speaking, reading, and writing.	Classic readings: The Beveridge Report, The Three Worlds of Welfare Capitalism (reading, discussion, and reflection writing).
Ideological Literacy	Cultivate scientific awareness and creative thinking to question authority and propose innovative ideas.	Critical Analysis: Limitations of classical theories and seminal works.
	Foster independent learning, critical thinking, and collaborative spirit.	Longitudinal Construction: Selecting socially contextualized cases reflecting legitimate values based on the evolution of social security systems in six countries.
	Strengthen understanding and Identification of the *Four Confidences* (in socialism, theory, system, and culture).	Horizontal Collaboration: Team-based projects integrating legitimate values, including case studies, original scripts, and classic literature.
	Develop a sense of social responsibility and mission of the era.	
	Enhance commitment to striving for the Chinese Dream.	Simulated Scenarios: Virtual simulation environments to demonstrate knowledge and values.
	Deepen awareness of social equity, justice, and solidarity.	

3.2 Recontextualization Field: Restructuring and Integration of Ideological Elements with Professional Knowledge

The recontextualization field emphasizes the restructuring of legitimate knowledge. In this field, the process involves three key steps: Firstly, based on the established framework of legitimate knowledge, methodically restructure knowledge points and their embedded value systems. Secondly, Static knowledge points from teaching materials are restored to their corresponding social contexts, achieving a one-to-one mapping between social situations and ideological elements. Thirdly, Social contexts are reconstructed into teachable scenarios suitable for instructional use. Following these steps, *Foreign Social Security Systems* has systematically restructured and integrated professional knowledge with ideological elements. The recontextualization process for the "Classification of Global Social Security Models" unit is detailed in Table 3.

Table 3 Restructuring and Integration of Ideological Elements with Professional Knowledge in *Foreign Social Security Systems*

Teaching Module	Professional Knowledge Points	Embedded Ideological Elements	Integration Methodology	
			Mapping of Ideological Elements in Social Contexts	Reconstruction of Classroom Teaching Scenarios
Classification of Global Social Security Models	Social Democratic Model Representative Country: Sweden	Superiority of Socialist Theory and Institutions	Social Context: In the 19th century's *commodification of labor* era, three theoretical schools proposed distinct solutions to this social phenomenon. Ideological Mapping: Unlike liberalism and conservatism, protecting workers' fundamental rights represents socialism's inherent mission.	Simulate theoretical debates through classroom role-playing of the three schools' perspectives.
	Liberal Model Representative Country: USA			
	Conservative Model Representative Country: Germany			
	Critical Evaluation: Contributions and Limitations	Independent and Critical Thinking and Courage to Challenge Authority	Social Context: Historical background of Esping-Andersen's welfare regime typology. Ideological Mapping: Theoretical limitations reflect their historical constraints. Intellectual breakthroughs require courage to question established authority.	Multimedia presentations (documents/videos) reconstructing 1990s global political-economic context, followed by seminars analyzing theoretical limitations and potential improvements.

The social contexts corresponding to the above knowledge points are the "labor commodification era" originating in 19th century Europe and the post industrialization era of the 1990s. The horizontal discourse presented in Table 4 expresses the role and contribution of socialist ideology in promoting the protection of workers' rights and building a social security system in different cultural and historical contexts; It also explains the limitations of the era in the study of typology theory and leaves room for students to think critically and innovate in research.

Table 4 Expression of Horizontal Discourse Across Cultural and Temporal Contexts

	A-Chinese Cultural Context	B-Western Cultural Context
01 Contextual Framework of 19th Century Labor Commodification Era	A-01 In China, which is still in feudal society, the bud of capitalism has not resulted in the commercialization of labor force, socialist ideology has not yet entered China, and the people's awareness of social rights has not been fully developed.	B-01 The commodification of labor in capitalist society breaks the existing social order. Under the guidance of socialist ideology, the movement of the working class to fight for social rights has surged, forcing the ruling class to establish a comprehensive social security system to cope with the commodification of labor.
02 The Era Context of Post-Industrialization in the 1990s	A-02 Socialist ideology not yet introduced; minimal impact on social protection systems.	B-02 As developed Western countries enter the post-industrial era, the social risk structure changes accordingly, and traditional social security systems face new challenges.

In this instructional unit, "decommodification" (Decommodification refers to the extent to which individuals or households can maintain a socially acceptable standard of living without relying on labor market participation.) serves as the foundational vertical discourse. The comparative analysis of decommodification levels across nations serves as the fundamental criterion for classifying global social security systems into three typological models: the liberal model, conservative model, and social-democratic model. The conceptual framework of 'decommodification' as vertical

discourse comprises three analytical dimensions: the discursive foundation (degree of social rights development), discursive context (manifestation structure of social risks), and discursive scope (classification boundaries of welfare systems). When cross-referenced with these dimensions, horizontal discourse becomes systematically integrated into the vertical discourse framework. This integration achieves dual objectives: expressing value orientations across diverse temporal and cultural contexts while embedding them structurally within professional knowledge systems. The integration of horizontal discourse and vertical discourse is presented in Table 5.

Table 5 Integration of Vertical and Horizontal Discourses

Vertical Discourse	Horizontal Discourse
Discursive Foundation (Degree of Social Rights Development)	A-01，B-01
Discursive Context (The manifestation structure of social risks）	A-01，A-02，B-01，B-02
Discursive Scope (Classification scope of welfare system）	A-02，B-02

3.3 The Internalization and Externalization of Curriculum-Based Ideological Education in the Reproduction Field

In the production field and recontextualization field, instructional activities primarily manifest as teaching preparation, involving the selection and structuring of ideologicalelements and their integration design with professional knowledge. In contrast, the reproduction field focuses on teaching implementation, establishing a closed-loop pedagogical logic for curriculum-based ideologicaleducation. This ensures that professional knowledge and its embedded values are internalized by students and externalized in practice, thereby standardizing the processes of learning and knowledge transmission (see Figure 1).
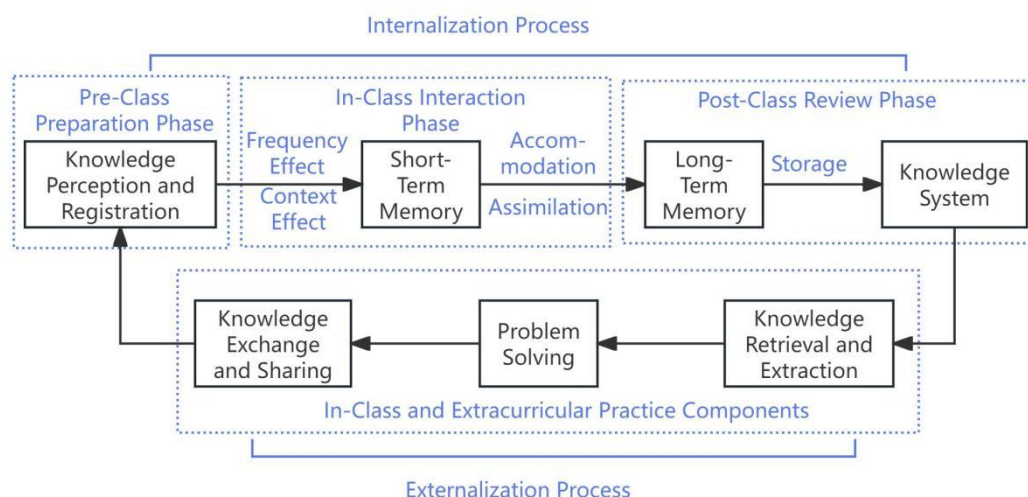
Figure 1 The Logic Cycle of Curriculum-Based Ideological Teaching Practice in the Reproduction Field

3.3.1 The internalization and externalization process of curriculum ideology and politics acquisition
The internalization of professional knowledge and its values refers to teachers using certain teaching methods to encourage students to fully absorb and understand the structure, value connotation, and extension of new knowledge, and become a part of students' own knowledge and value system. The process of internalization involves three stages: the first is the stage of knowledge perception and registration, where students register their perception of new knowledge and its value connotations. The knowledge registered through sensory perception is matched and recognized with the knowledge and value system previously mastered and stored in the long-term memory system of students, and enters the second stage: short-term memory stage. The important factors affecting short-term memory are the "frequency effect" of the appearance of knowledge points and the "situational effect" of their use. To make short-term memory a part of their own knowledge structure in the third stage, it is necessary to achieve the connection between new and old knowledge and their value connotations through assimilation and adaptation. Assimilation is the process by which students effectively integrate and construct new knowledge into their original knowledge structure; Conformity refers to the modification or reorganization of existing knowledge structures by students who are unable to assimilate. After the process of assimilation and adaptation of knowledge construction, this ordered and organized high-level cognitive structure is the internalization of values.

The Externalization of Professional Knowledge and Its Values refers to the process wherein students retrieve and apply internalized long-term memories from their knowledge systems when solving practical problems. Through interpersonal communication and shared experiences, individuals subsequently perceive new value connotations, thereby initiating a renewed cycle of internalization.

3.3.2 Instructional phases for internalization and externalization of curriculum-based ideological acquisition

Guided by the aforementioned teaching logic framework, *Foreign Social Security Systems* achieves its ideological education objectives through four structured phases: pre-class preparation, in-class interaction, post-class review, and in-/out-of-class practice. Below is a detailed elaboration of the teaching activities and methodologies employed in each phase.

First, in the pre-class preview stage, introduce key knowledge points to facilitate knowledge perception and registration. Before class, students watch the bilingual MOOC videos accompanying the course *Foreign Social Security Systems*, read English materials, build a personal glossary of professional terms, and answer short questions to initially engage with the learning content. During this first exposure, to ensure that more specialized knowledge and its value connotations capture students' "effective attention," the accompanying MOOC videos and English materials incorporate engaging elements such as interesting historical anecdotes about social security, hot topics in domestic and international social security reforms, and other learning resources designed to attract attention and make value implications more perceptible. This enhances the intensity of perception and the effectiveness of registering course-related ideological knowledge.

Second, during in-class interactions, facilitate students' formation of short-term memory of professional knowledge and its value implications. To ensure that the "frequency effect" and "context effect" effectively promote short-term memory, it is essential to construct meaningful instructional scenarios where key concepts recur organically. By leveraging cutting-edge virtual simulation technology, an immersive teaching environment is created, allowing students to engage with intuitive and dynamic learning scenarios through experiential and interactive methods. The virtual simulation component of the Foreign Social Security Systems course is designed with two thematic modules: "Evolution of Global Social Security Systems" and "Real-World Variations in Social Security Systems". Through hands-on participation in virtual simulations of social security mechanisms—combined with physical classroom interactions—students gain a deeper appreciation for the intrinsic values of social equity, justice, and solidarity embedded in these systems. As students switch roles and adjust policy parameters within the simulation, relevant knowledge points and their value connotations are reinforced through repetition. This frequency effect not only enhances learning motivation but also fosters gradual internalization of the values conveyed. Moreover, acknowledging the heterogeneity of students' prior knowledge, in-class activities adopt inclusive formats such as debates, cross-group discussions, and reading-sharing sessions. These methods accommodate diverse perspectives, enabling students to assimilate or accommodate new information, thereby transforming short-term memory into long-term retention of both professional knowledge and its underlying values.

Third, during the post-class review phase, assist students in transferring long-term memory into their personal knowledge systems to complete the internalization of professional knowledge and its value connotations. Through various exercises such as writing reflections on virtual simulation experiences, completing group assignments, and taking online assessments, students continuously reinforce long-term retention of key professional concepts. This process further deepens their understanding and acceptance of the values embedded in the course content.

Fourth, facilitate the externalization of professional knowledge and its value implications through in-class and extracurricular practice. In-class practice primarily takes the form of case analysis and term paper writing, encouraging students to articulate internalized values while demonstrating their professional knowledge. Beyond the classroom, collaborative platforms with overseas partner institutions provide hybrid (online-physical) practical opportunities. For instance, with the support of partner universities, "virtual field visits" can be organized—using live streaming to explore local social security institutions such as community elder care facilities, food banks, and rehabilitation centers for persons with disabilities.

4   CONCLUSION AND DISCUSSION

This study systematically analyzes the logic and domains for integrating ideological elements into bilingual courses through the theoretical lens of sociology of knowledge, revealing the dynamic processes of ideological education within knowledge production, recontextualization, and reproduction. Using the Foreign Social Security Systems course as a case study, the applicability of the theoretical framework is further validated, and actionable pedagogical pathways are proposed. The discussion unfolds through theoretical contributions, practical implications and the application of research findings into the pedagogical practice of bilingual curriculum-based ideological education.

4.1 Practical Implications

At the practical level, the proposed "three-domain" integration framework offers a methodological toolkit for designing and implementing IPE in bilingual courses. For instance, the selection criteria for legitimized knowledge in the production domain, the dynamic reconstruction of social contexts in the recontextualization domain, and the application of virtual simulation technologies in the reproduction domain all demonstrate significant potential for broader adoption. Notably, the case study illustrates how Western theories (e.g., Esping-Andersen's welfare regime typology) can be critically integrated with Chinese practices, avoiding the uncritical transplantation of Western textbooks while strengthening students' ideological identification with socialism with Chinese characteristics. Furthermore, combining virtual simulations with classroom debates, case analyses, and other interactive formats effectively mitigates language barriers in bilingual teaching, enhancing the efficacy of value transmission through technological support.

4.2 Application of Research Findings into the Pedagogical Practice of Bilingual Curriculum-based Ideological Education

To effectively enhance the ideological education outcomes, it is imperative to translate research findings into concrete strategies for bilingual curriculum-based ideological teaching practice through three key dimensions: teaching resource development, faculty capacity building and technology-enabled mechanisms.

4.2.1 Constructing a multimodal bilingual teaching resource repository to strengthen ideological guidance in the production domain

In the domain of curriculum knowledge production, it is essential to establish bilingual teaching resource development standards centered on "value legitimacy." To address the current overreliance on Western textbooks in bilingual courses, there is a need to develop localized bilingual teaching materials through interdisciplinary collaboration, systematically integrating the theories and practical cases of socialism with Chinese characteristics into the disciplinary knowledge system. For example, in the Foreign Social Security Systems course, a dedicated module on "Innovations in China's Social Security System" could be introduced. This module would adopt a bilingual (Chinese-English) comparative framework—"system comparison—theoretical reflection—localized practice"—to highlight the institutional strengths of China's social security system in areas such as poverty alleviation and common prosperity. Additionally, a dynamic digital resource platform should be developed, incorporating multilingual materials such as Reports from international organizations、Chinese policy white papers、Cutting-edge academic research. The platform would feature a dual-tagging retrieval system (disciplinary knowledge + ideological elements), allowing instructors to quickly locate relevant content aligned with teaching themes, thereby preventing the fragmented integration of ideological components.

4.2.2 Enhancing teachers' "Dual-Dimension Competency" training to optimize value reconstruction in the recontextualization domain

The recontextualization domain requires instructors to possess dual competencies: "disciplinary expertise depth" and "value integration capacity." Specific implementation strategies include: first, conducting "Curriculum-Based Ideological Workshops". Utilize case studies and situational simulations to train teachers in "horizontal-vertical discourse integration" techniques. For example, when teaching "Welfare Regime Typologies," instructors can adopt a three-phase pedagogical framework—"theoretical critique—cross-cultural comparison—China-specific insights"—to guide students in reflecting on the limitations of Western theories, thereby strengthening their *Four Confidences*. Second, Establish Cross-Cultural Teaching Communities. Foster collaborative lesson planning among bilingual teachers, ideological theory instructors, and foreign language pedagogy experts to co-design "value-embedded" teaching modules. For example, for the theme of "social equity," jointly develop a comparative seminar: "Class Narratives in the Beveridge Report vs. the Practical Logic of China's Targeted Poverty Alleviation," enabling the dual construction of disciplinary knowledge and value perspectives.

4.2.3 Advancing deep integration of intelligent technologies to innovate contextualized education models in the reproduction domain

Within the knowledge reproduction domain, technological integration is imperative to overcome linguistic and cultural barriers, thereby facilitating the internalization and externalization of values. Expand Virtual Simulation Teaching Scenarios and leverage VR/AR technologies to create immersive ideological education environments. For example, for the Foreign Social Security Systems course, develop a "Global Social Security Crisis Response" simulation. Students role-play as policymakers from different nations, making decisions on resource allocation and risk mitigation to experientially grasp the practical significance of the "Community with a Shared Future for Mankind" concept.

COMPETING INTERESTS

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