

Research on the Integration Mechanism of Collaborative Education of Marxist Philosophy Course and Professional Education in Universities

Yang Liu

Wuhu Institute of Technology, Wuhu, Anhui 241000, China

Abstract

Under the background of high-quality development of higher education, Marxist philosophy course, as the core of ideological education, is out of touch with professional education, which restricts the cultivation of all-round high-quality talents. Collaborative education emphasizes resource integration and complementary advantages, and its theoretical logic lies in following the principles of systematicness, homogeneity, complementarity and innovation, and realizing the deep integration of Marxist philosophy and professional education through practical paths such as curriculum system integration and teaching method innovation. The analysis of the present situation shows that, despite the policy promotion and practical exploration, it still faces multi-dimensional dilemmas such as superficial, rigid grafting, one-way output and short capacity. Therefore, an integrated model is constructed, which includes four mechanisms: system guarantee, teaching implementation, teacher collaboration and evaluation feedback. Among them, the system guarantee mechanism starts with top-level design and curriculum construction, clarifies the division of responsibilities and goals, and promotes the modularization and ideology of the curriculum; The teaching implementation mechanism focuses on the integration of teaching content, method innovation and the construction of interdisciplinary case base to enhance students' comprehensive ability; Teachers' collaborative mechanism breaks down discipline barriers and promotes teachers' exchanges and cooperation through teachers' team building and ability improvement; The evaluation feedback mechanism focuses on process evaluation and dynamic adjustment to ensure the effect of collaborative education. The purpose of this study is to provide theoretical and practical guidance for solving the "two skins" problem of university ideology and professional education, cultivating socialist builders and successors with both ability and political integrity, promoting the effective transformation of Marxist philosophical theory into professional practice, and realizing the organic unity of moral education and professional talent.

Keywords

Collaborative education; Marxist philosophy course; Professional education; Universities.

1. Introduction

Under the background of promoting the high-quality development of higher education in an all-round way, the training goal of university talents has changed from a single teaching of professional skills to a comprehensive cultivation of "having both ability and political integrity and all-round development". In 2016, the National University Ideological Work Conference clearly put forward the requirement that "all kinds of courses and ideological theory courses go in the same direction to form a synergistic effect"; In 2020, the Ministry of Education issued the Guiding Outline of Curriculum Ideology Construction in Colleges and Universities, which

further emphasized that "ideological education should run through the talent training system". As the core content of ideological courses in universities, Marxist philosophy's scientific world outlook and methodology not only provide value guidance for college students, but also contain thinking tools to solve complex problems in professional fields [1]. However, at present, there is a general phenomenon that "ideological course" is out of touch with "professional course": Marxist philosophy teaching focuses on theoretical indoctrination and lacks the combination with professional practice; Professional education pays attention to technical training and ignores the deep support of philosophical thinking to the development of disciplines [2]. This "two skins" problem makes it difficult for students to internalize the principles of Marxist philosophy into professional accomplishment, which restricts the cultivation of innovative and compound talents in the new era.

Studying the cooperative education mechanism of Marxist philosophy course and professional education is not only the deepening implementation of the policy of "course ideology", but also the key path to solve the dilemma of "emphasizing intellectual education over moral education" and "emphasizing skills over thinking" in higher education. By constructing the mechanism of deep integration of the two, we can promote the transformation of Marxist philosophical theory into professional practice and realize the organic unity of "moral cultivation" and "professional success"

The purpose of this study is to explore the internal logic of collaborative education between Marxist philosophy courses and professional education, build an operable model of integration mechanism, and answer how to guide the value orientation and thinking methods of professional education from the perspective of philosophy, innovate the curriculum design and teaching evaluation system, and establish a long-term interdisciplinary and cross-departmental collaborative education mechanism.

2. Theoretical Logic of Collaborative Education Between Marxist Philosophy Course and Professional Education

Collaborative education refers to an educational model in which different disciplines, different educational stages or different educational institutions cooperate with each other to accomplish the task of educating people together. This model emphasizes resource integration and complementary advantages, aiming at cultivating students' comprehensive quality and innovative ability. As a basic theoretical course, Marxist philosophy is intrinsically related to professional education. Marxist philosophy course can provide the guidance of world outlook and methodology for professional education and help students establish correct values and outlook on life; Professional education can provide a practical platform for Marxist philosophy courses, so that students can deepen their understanding and application of Marxist philosophy in their professional study [3].

Collaborative education should adhere to the principles of systematicness, homogeneity, complementarity and innovation, regard Marxist philosophy course and professional education as an organic whole, coordinate in objectives, contents and methods, jointly serve the fundamental task of cultivating socialist builders and successors, promote students' all-round development through the combination of theory and practice, and constantly explore new teaching models to meet the needs of the times [4]. The practical path of collaborative education includes constructing a curriculum system integrating Marxist philosophy courses with professional courses, enhancing the attraction of Marxist philosophy education through diversified teaching methods such as case teaching, scenario simulation and social practice, strengthening exchanges and cooperation between Marxist philosophy teachers and professional course teachers, participating in teaching design and practice together, and

establishing a scientific evaluation system covering professional ability and ideological quality to ensure the effective implementation of the goal of collaborative education.

Under the guidance of the principles of systematicness, homogeneity, complementarity and innovation, the theoretical logic of collaborative education of Marxist philosophy courses and professional education is to cultivate high-quality talents with firm ideals and beliefs, solid professional knowledge and innovative ability through the practical path of curriculum system integration, teaching method innovation, teacher team construction and perfect evaluation system.

3. Present Situation and Problem Analysis

3.1. Analysis of the present situation: from policy promotion to practical exploration

(1) Policy-driven consensus on integration was initially formed

In recent years, the state has defined the goal and path of curriculum ideology and ideological curriculum coordination through a series of policy documents (as shown in Table 1), which provides top-level design support for the integration of Marxist philosophy curriculum and professional education. Driven by the policy, universities generally recognize the necessity of the integration of the two, and some universities have carried out pilot exploration, forming a certain practical foundation.

Table 1. Part of the series of policy documents

Policy paper	Core requirements	Guiding effect on integration
Opinions on Strengthening and Improving Ideological Work in Universities under the New Situation (2017)	Promote "all kinds of courses and ideological theory courses in the same direction"	Clarify the strategic position of collaborative education
Guiding Outline of Curriculum Ideology Construction in Colleges and Universities (2020)	All courses need to tap ideological elements, and form a synergistic effect with ideological courses.	Put forward specific integration requirements and implementation framework.
Implementation Plan for Reform and Innovation of Ideological Theory Course in New Era University (2020)	Strengthen the ideological, theoretical and practical nature of Marxist philosophy course.	Provide content support for the integration of Marxist philosophy courses into professional education.

(2) Integration mode and effect in practical exploration

At present, universities mainly promote integration through the following three modes (as shown in Table 2), and have achieved initial results in some areas [5]. For example, a "double-first-class" university embeds the topic of "Artificial Intelligence Ethics and Philosophy of Science and Technology" in the computer professional course, which is taught by Marxist philosophy teachers and computer teachers. Students feedback that they have "learned technology and considered its social impact"; In the course of Marketing, a financial college analyzes consumption behavior with the goal of "common prosperity" to guide students to pay attention to social equity.

Table 2. Three models promote integration

Fusion mode	Typical practice	Coverage area	Major achievements
Content embedding mode	Incorporate Marxist philosophical theory into professional courses (for example, economics majors combine Capital to analyze the laws of market economy)	Majoring in liberal arts, some science and engineering try.	Students' understanding of professional knowledge deepened, and the guidance of values began to show.
Method mutual authentication mode	Marxist philosophy course introduces professional cases (such as explaining dialectics with engineering ethics cases), and professional courses adopt Marxist philosophy teaching methods (such as problem-oriented teaching)	Most comprehensive universities.	Teaching interaction is enhanced, and students' critical thinking is improved.
Platform co-construction mode	Joint teaching and research section, research group or practice base (such as "Marxist philosophy teacher+professional teacher" to jointly guide graduation thesis)	A few "double-first-class" universities were piloted.	The degree of resource integration is improved, and the path of collaborative education is clearer.

3.2. Analysis of existing problems: multidimensional dilemma from concept to practice

(1) Surface layer and fragmentation

Some professional teachers think that "ideology is the duty of Marxist philosophy teachers", and they don't know enough about the ideological function of their own courses; Some Marxist philosophy teachers are not familiar with the content of professional education, so it is difficult to find a breakthrough point for integration. Interdisciplinary teaching and research teams and joint lesson preparation system have not been popularized, and collaborative education lacks a normal communication platform (as shown in Table 3).

Table 3. Performance of lagging mechanism construction

Problem performance	Specific case	Affect
Lack of top-level design	The integration of Marxist philosophy course and professional education in a university only depends on the spontaneous cooperation of individual teachers and is not included in the college teaching plan.	Poor synergy sustainability
Separation of assessment and evaluation	Marxist philosophy course assessment focuses on theoretical knowledge, while professional course assessment focuses on skill mastery, and the integration effect is not included in the evaluation system.	Teachers are not motivated enough.

(2) Rigid grafting and logical separation

In terms of content integration, the combination of Marxist philosophy courses and professional education is still stiff, and there is a phenomenon of "labeling". Some courses only mention ideological elements on the surface, which fails to realize the organic infiltration of theory and professional knowledge; At the same time, it is difficult for some technical or experimental courses to find an effective point of convergence with Marxist philosophical theory, which leads to the integration becoming a mere formality.

(3) Insufficient one-way output and sharing

In terms of teaching methods and resource sharing, Marxist philosophy courses mostly rely on traditional teaching methods, while professional courses focus on skill training, and their collaborative innovation in interactive and case-based teaching is insufficient; In addition, the scattered management of theoretical resources of Marxist philosophy and professional practice data and the lack of a unified integration platform have affected the in-depth promotion of collaborative education.

(4) Shortcomings of ability and obstacles to cooperation

In the construction of teachers, the number of "double-qualified" teachers with Marxist philosophical theory literacy and professional background is insufficient, and the interdisciplinary teaching ability is generally weak; At the same time, teachers' enthusiasm for participating in collaborative education is not high because the teacher assessment mechanism pays more attention to scientific research than teaching, and the results of collaborative education have a low weight in the evaluation system.

4. Construction of Integration Mechanism of Collaborative Education

4.1. Institutional guarantee mechanism

(1) Top-level design

Policy support at the school level is the basis for the construction of a collaborative education integration mechanism. Schools need to issue relevant policy documents, clarify the objectives, principles and measures of collaborative education, and provide direction guidance and policy basis for collaborative education. For example, the school can formulate the Implementation Plan of Collaborative Education of Marxist Philosophy Course and Professional Education, and clarify the specific objectives, tasks and division of responsibilities of collaborative education. Collaborative education involves many departments, including academic affairs office, student affairs office, Marxist college, professional colleges and so on. All departments need to strengthen communication and cooperation to form a joint force. Regular meetings can be held through the establishment of joint meeting system and working groups to coordinate and solve problems and difficulties in the process of collaborative education.

(2) Curriculum construction

In the aspect of curriculum construction, by modularizing the course of Marxist philosophy, the content that is easy to understand and connect with other courses is designed around specific themes or problems; At the same time, we should promote the ideology of professional courses and integrate ideological education elements into professional teaching to form a synergistic effect. The implementation path includes system construction, resource integration, teaching reform and improvement of evaluation system to ensure that collaborative education is carried out in an orderly manner and achieves practical results. Safeguard measures include organizational guarantee, policy support, training and promotion, and the establishment of assessment and incentive mechanism, which provides all-round support and incentives for collaborative education and ensures its effective implementation.

4.2. Teaching implementation mechanism

(1) Teaching content integration

In university teaching, it is the key to realize the cooperative education of Marxist philosophy course and professional education to deeply explore the philosophical elements contained in various professional courses. Different professional fields have their own unique ways of thinking and knowledge systems, among which there are many basic principles, logical relationships and values related to philosophy. For example, in the major of natural science, the concept of time and space in physics and the theory of material structure are intrinsically related to the concept of matter and time and space in Marxist philosophy; In the major of engineering technology, the concept and method of engineering design and the law of technological innovation can also be thought and explained from the philosophical point of view. In the humanities and social sciences, the laws of historical development and the essence behind social phenomena are closely related to the basic viewpoints of Marxist philosophy. By excavating these philosophical elements, students can better understand the universality and guiding significance of Marxist philosophy while learning professional knowledge, and combine philosophical theory with professional practice to deepen their understanding and mastery [6].

(2) Innovation of teaching methods

Problem-Based Learning (PBL) teaching method is a student-centered teaching method. In the collaborative education of Marxist philosophy course and professional education in universities, PBL teaching method has important application value. Teachers can design problem situations with comprehensive and practical significance according to professional knowledge and Marxist philosophical principles. For example, for students majoring in environmental science, the question of "how to achieve a balance between economic development and environmental protection" is put forward, and students are guided to analyze the essence, contradictory relations and solutions of the problem by using the professional knowledge they have learned and the principles of dialectical materialism and development view in Marxist philosophy. In the process of solving problems, students can not only improve the application ability and practical operation ability of professional knowledge, but also learn to use philosophical thinking methods to analyze and solve complex problems, cultivate critical thinking and innovation ability, and at the same time enhance teamwork awareness and communication ability [7].

Constructing interdisciplinary case base is an effective means to promote the deep integration of Marxist philosophy course and professional education. The case base should cover typical cases in different professional fields, which can not only reflect the application scenarios of professional knowledge, but also contain rich philosophical thinking points. For example, in medical professional cases, select ethical dilemmas faced in clinical medical practice, such as ethical choice in organ transplantation, guide students to think from the philosophical aspects of medical ethics and life value, and analyze the feasibility and influence of different solutions combined with medical professional knowledge; In the case of economics, taking the economic crisis as a case, this paper discusses the philosophical logic behind economic problems such as the law of economic development, market mechanism and macro-control, such as the universality and particularity of contradictions, quantitative change and qualitative change. Through the construction and application of interdisciplinary case base, we can provide students with real problem situations, stimulate students' interest and initiative in learning, cultivate students' interdisciplinary thinking ability and comprehensive application of knowledge to solve practical problems, and promote the organic integration of Marxist philosophy courses and professional education in teaching.

4.3. Teacher collaboration mechanism

(1) Teacher team building

Marxist philosophy teachers and professional teachers should regularly carry out joint lesson preparation activities to jointly discuss teaching content and teaching methods. In the process of preparing lessons, Marxist philosophy teachers can integrate the basic principles, methods and times values of Marxist philosophy into the teaching design of professional courses, while professional teachers can explore the philosophical thoughts and ideological elements contained in them from the perspective of professional courses, so as to combine them organically. In the construction of course ideology, each key course teaching team is equipped with one or two teachers from Marxist college to prepare lessons together, so that the teaching of professional courses can be closely combined with Marxist theory and principles.

Break the discipline barrier and set up an interdisciplinary teaching team composed of Marxist philosophy teachers and professional teachers. Through teamwork, teaching research and curriculum construction are carried out, and professional courses with ideological elements are jointly created to realize the deep integration of Marxist philosophy courses and professional education. This interdisciplinary teaching team can give full play to their respective professional advantages, learn from each other, promote each other and improve the effect of collaborative education.

(2) Teachers' ability improvement

On the one hand, organize Marxist philosophy teachers to participate in professional course training, understand the teaching content, methods and frontier trends of professional courses, and enhance their knowledge and understanding of professional fields, so as to better combine Marxist philosophy theory with professional education; On the other hand, professional teachers should be trained in philosophical literacy to improve their ability to analyze and solve professional problems with Marxist philosophical thinking, so that they can naturally integrate philosophical thoughts and ideological elements into professional teaching.

Universities should build a communication platform between Marxist philosophy teachers and professional teachers, such as holding regular teaching seminars and experience sharing meetings. Through these platforms, teachers can share their teaching experience, discuss the problems and solutions in the process of collaborative education, and promote mutual learning and common progress among teachers. In addition, experts and scholars outside the school can be invited to give special lectures to broaden teachers' horizons and improve their comprehensive quality.

Encourage teachers to carry out teaching research projects on the collaborative education of Marxist philosophy courses and professional education, and explore effective teaching methods and models. At the same time, support teachers to apply research results to teaching practice, constantly sum up experience and improve the collaborative education mechanism. Through the combination of teaching research and practice, teachers' ability and level of collaborative education can be improved, and the quality of talent training in universities can be promoted.

4.4. Evaluation feedback mechanism

(1) Process evaluation

In the process of collaborative education between Marxist philosophy course and professional education, process evaluation is very important. It pays attention to the combination of students' philosophical thinking and professional practice in the learning process, which is one of the key indicators to measure the effect of collaborative education. Specifically, by observing students' application of Marxist philosophical principles in professional course study, experimental practice and project practice, we can evaluate whether they can integrate philosophical thinking methods into professional practice and analyze and solve practical problems. In the experimental course of science and engineering majors, it is examined whether students can use dialectical materialism to analyze experimental phenomena and summarize laws; In the research activities of humanities and social sciences majors, we should pay

attention to whether students can use historical materialism to interpret social phenomena and put forward solutions. This process evaluation is helpful to discover the advantages and disadvantages of students in knowledge integration and application in time, provide a basis for teachers to adjust teaching strategies and guide students to improve their learning methods, promote students to master professional knowledge, improve their philosophical thinking ability and practical ability, and realize the deep integration of Marxist philosophy courses and professional education.

(2) Dynamic regulation

Based on the evaluation and feedback mechanism, universities can realize the dynamic adjustment and optimization of the collaborative education mode of Marxist philosophy courses and professional education. On the one hand, by collecting feedback information from students, teachers and employers, we can fully understand the problems and shortcomings in the process of collaborative education. For example, students may feedback that the integration of philosophical elements in some professional courses is not natural enough, which leads to difficulties in understanding; Teachers may point out the lack of effective teaching resources and guidance methods in interdisciplinary teaching; Employers may reflect that graduates' comprehensive application of philosophical literacy and professional practice needs to be improved. On the other hand, according to these feedback information, schools and teachers can jointly discuss and formulate corresponding improvement measures. For example, adjust the teaching content, increase case analysis, practical discussion and other links, and strengthen the connection between philosophy and specialty; Improve teaching methods, carry out interdisciplinary joint teaching and group cooperative learning to improve teaching effect; Improve the evaluation system, incorporate the combination of philosophical thinking and professional practice into the evaluation index, and guide students' learning direction. Through continuous dynamic adjustment, the collaborative education model can better meet the needs of students and the requirements of social development, gradually improve the quality of university personnel training, and cultivate comprehensive talents with solid professional knowledge and good philosophical literacy.

5. Conclusion

The research shows that collaborative education should adhere to the principles of systematicness, sameness, complementarity and innovation, regard Marxist philosophy course and professional education as an organic whole, coordinate in objectives, contents and methods, and jointly serve the fundamental task of cultivating socialist builders and successors. Through the combination of theory and practice, students are promoted to develop in an all-round way, and new teaching models are constantly explored to meet the needs of the times. On the practical path, this study proposes to build a curriculum system integrating Marxist philosophy courses with professional courses, enhance the attraction of Marxist philosophy education through diversified teaching methods such as case teaching, scenario simulation and social practice, strengthen exchanges and cooperation between Marxist philosophy teachers and professional course teachers, participate in teaching design and practice together, and establish a scientific evaluation system covering professional ability and ideological quality to ensure the effective implementation of the goal of collaborative education. However, there is still a phenomenon that "ideological course" is out of touch with "professional course" in current university education. For example, Marxist philosophy teaching focuses on theoretical indoctrination and lacks the combination with professional practice; Professional education pays attention to technical training and ignores the deep support of philosophical thinking to the development of disciplines. In order to solve these problems, this study puts forward a series of institutional guarantee mechanisms, including top-level design, curriculum

construction, teaching implementation mechanism, teacher collaboration mechanism and evaluation feedback mechanism. The research on the integration mechanism of Marxist philosophy course and professional education not only deepens the implementation of the policy of "course ideology", but also solves the dilemma of "emphasizing intellectual education over moral education" and "emphasizing skills over thinking" in higher education. By constructing the mechanism of deep integration of the two, we can promote the transformation of Marxist philosophical theory into professional practice and realize the all-round development of students and the cultivation of high-quality talents.

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