Research on the Path of Integrating National Security Education into Ideological and Political Education in Universities

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Abstract. National security education is an essential part of ideological and political education in higher education institutions and plays a significant role in enhancing students' national security awareness and cultivating high-quality talents. However, there are several issues in the current implementation of national security education in universities, including insufficient awareness of national security education among educators, a lack of proactive learning about national security among students, and the need for improvement in the educational environment. To address these issues, this paper analyzes the existing problems and causes of integrating national security education into ideological and political education in universities. It proposes three specific pathways for this integration, providing innovative insights and valuable references for the effectiveness and substantive research of ideological and political education in higher education institutions.

Keywords: ideological and political education; integration path; national security education.

1   Introduction

In today's world, where globalization and informatization are rapidly advancing, national security issues are becoming increasingly complex, diverse, and globalized. National security not only involves traditional military security but also encompasses political, economic, cultural, technological, and social domains. Particularly in the context of the current turbulent international situation and intensified geopolitical games, the importance of national security is increasingly prominent. In recent years, new security threats such as terrorism, cyber-attacks, information warfare, and biosecurity have frequently emerged worldwide, posing severe challenges to national sovereignty, territorial integrity, and social stability. These new security threats not only affect the external security of the country but also directly relate to domestic social harmony and the well-being of the people.

With the continuous enhancement of China's comprehensive national strength and the improvement of its international status, the security situation faced by China is also becoming more complex and volatile. National security is not only the responsibility of

the government and the military but also the duty and responsibility of every citizen. As the cradle of national talent cultivation, higher education institutions play an irreplaceable role in ideological and political education in cultivating students' national consciousness and enhancing national security awareness.

In this context, the urgent issue is how to organically integrate national security education into the ideological and political education system of universities. Systematic national security education helps students establish a correct view of national security, enhances their national security awareness and patriotism, which is of great significance for maintaining long-term national stability and achieving the great rejuvenation of the Chinese nation. Additionally, the integration of national security education also helps to improve the relevance and effectiveness of ideological and political education in universities, cultivating high-quality talents with a global perspective and national sentiment. Therefore, exploring the pathways for integrating national security education into ideological and political education in universities is not only an inevitable requirement of the times but also an important task of university education work.

This paper aims to explore how to effectively integrate national security education into the pathways of ideological and political education in universities, providing scientific guidance and practical pathways for university ideological and political education through systematic theoretical analysis and empirical research. Specifically, this study will analyze the deficiencies in current university ideological and political education, explore the feasibility and necessity of integrating national security education, and propose specific implementation pathways and strategies to provide valuable references for university educators.

The contributions of this paper are as follows:

(1) This paper enriches the theoretical system of ideological and political education by systematically analyzing the relationship between national security education and ideological and political education in universities. It proposes a theoretical framework for the organic integration of national security education and ideological and political education, filling a gap in existing research to some extent and providing a new theoretical basis for subsequent research.

(2) It investigates the existing problems in the integration of national security education into ideological and political education in universities and analyzes the causes of these problems.

(3) It proposes three specific pathways for the integration of national security education into ideological and political education in universities, providing practical guidance for universities.

2   Related Work

With China's rapid rise and extensive international influence, China's national security gradually becomes a subject of scholarly research. Ji discusses the formation process of the National Security Commission of China, its key role in maintaining China's national security, and its significant impact [1]. Cabestan examines the influence of major reforms undertaken since Xi Jinping became the General Secretary of the Communist

Party of China in 2012 on the formulation and implementation of China's foreign and national security policies [2]. However, integrating national security education into ideological and political education in universities remains a relatively new topic. In our recent work, I have found more research on the integration of other educational and cultural elements into ideological and political education. For instance, Zeng et al. [3] analyze the problems existing in the integration of red culture education into ideological and political education courses and propose three pathways for integrating red culture education into civic courses, which is of great significance for improving the effectiveness of ideological and political education for university students. Wang et al. [4] propose and practice a set of intercultural education models for international students in China, which integrates ideological and political education. This model can be summarized as "one goal, two combinations, three pathways, four capabilities, and five management measures." This model effectively enhances the intercultural adaptability of international students, fosters an understanding and friendly sentiment towards China, and improves the quality of education for international students in China. Yao [5] suggests integrating Party history education into the ideological and political education of medical students, emphasizing the role of Party history education in ideological and political education and political quality. Wang et al. [6] construct a model that integrates university music education with ideological and political work, introducing deep learning methods to mitigate the impact of data errors between university music teaching and ideological and political work.

3   Methodology

This study primarily uses questionnaire surveys, interviews, data review, and literature methods as the main research methods. In this survey, the primary method is the questionnaire survey to obtain more research sample data.

The survey involves three universities, targeting both university students and teachers for in-depth discussion. A total of 200 questionnaires are distributed, with 185 valid responses, achieving a recovery rate of 92.5%. Among the valid responses, 67.6% are students and 32.4% are teachers. In terms of gender, 52.4% are female and 47.6% are male, with a roughly balanced gender distribution. Regarding political affiliation, there are 39 Communist Party members (including probationary members), accounting for 21.1%, 4 members of democratic parties, accounting for 2.2%, 90 members of the Communist Youth League, accounting for 48.6%, and 52 non-affiliated individuals, accounting for 28.1%. In terms of education level, 62.5% are undergraduates, and 37.5% are postgraduates and above. Concerning the field of study, 28.7% are in the humanities and social sciences, 30.4% in science and engineering, 15.1% in arts, 16.2% in medicine, and 9.6% in other fields.

3.1 Problems in Integrating National Security Education into Ideological and Political Education in Universities

Currently, although certain achievements have been made in integrating national security education into the ideological and political education activities in universities in Huzhou, and various distinctive educational and practical activities have been promoted in an orderly manner, there are still many problems and challenges in the actual process of integration concerning the education subjects, objects, and environment.

3.1.1 Insufficient Awareness of National Security Education among Educators.

When asked, "How well do you understand the main content of national security education?" only 31.6% of educators choose "Very familiar" or " Familiar," while 68.4% choose " Unfamiliar," "Not very familiar," or "Average," as shown in Figures 1 and 2.
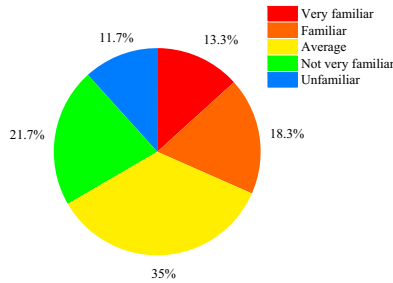

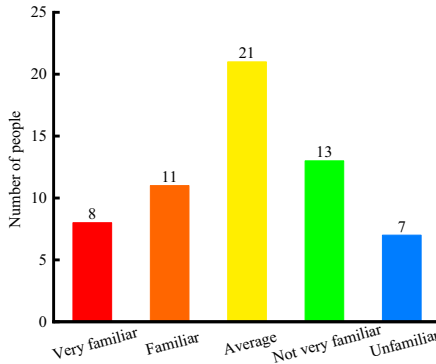**Fig. 1.** How well do you understand the main content of national security education?

Fig. 2. How well do you understand the main content of national security education?

3.1.2 Lack of Proactive Learning about National Security Education among Students.

When asked, "In the absence of school arrangements, would you actively learn about national security education?" 8.8% of students choose "Often", while 91.2% choose "Occasionally," "Rarely," or "Never," as shown in Figures 3 and 4.
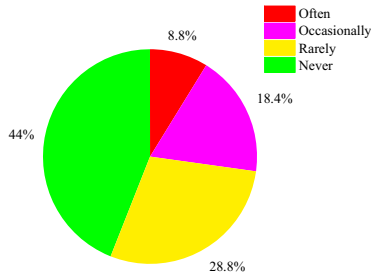
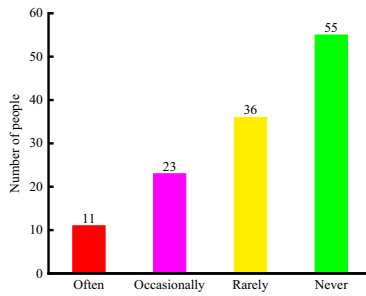**Fig. 3.** In the absence of school arrangements, would you actively learn about national security education?

Fig. 4. In the absence of school arrangements, would you actively learn about national security education?

3.1.3 Need for Improvement in the Educational Environment.

When asked, "How is the atmosphere of national security education in universities?" only 39.5% of students choose "Very good" or " Good," while 60.5% choose " Average," or "Poor," as shown in Figures 5 and 6.
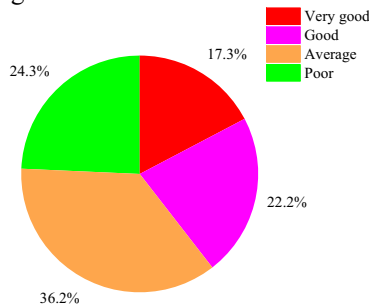

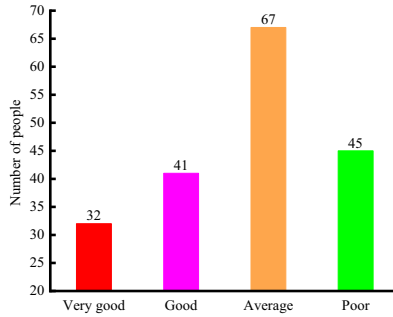**Fig. 5.** How is the atmosphere of national security education in universities?

Fig. 6. How is the atmosphere of national security education in universities?

3.2 Causes of Problems in Integrating National Security Education into Ideological and Political Education in Universities

National security education is one of the important means to safeguard national security and is an important part of ideological and political education in universities. Although certain achievements have been made in integrating national security education into ideological and political education in universities, some problems still exist. This article analyzes the causes of problems in integrating national security education into ideological and political education in universities from three aspects: insufficient awareness of national security education among educators, lack of proactive learning about national security education among students, and the need for improvement in the educational environment.

3.2.1 Insufficient Awareness of National Security Education among Educators.

Inadequate professional competence and awareness among teachers.
The professional competence and awareness levels of university teachers in national security education are uneven. Some teachers do not fully recognize the importance of national security education, considering it merely an ancillary part of ideological and political education, and lack the motivation for in-depth research and systematic teaching. Some teachers lack relevant professional knowledge and training, making it difficult to effectively integrate national security education into daily teaching.

Limitations of teaching content.
Currently, the content of national security education in the ideological and political education curriculum system of universities is relatively singular, lacking systematicness and comprehensiveness. Teachers often limit their lectures to basic national security knowledge, neglecting the breadth and depth of national security education, and fail to comprehensively cover multiple fields such as political security, economic security, cultural security, and cyber security.

3.2.2 Lack of Proactive Learning about National Security Education among Students.

Insufficient awareness and emphasis among students.

University students generally do not fully recognize the importance of national security education and commonly hold the erroneous belief that "national security is irrelevant to me." Students have limited knowledge of national security and lack attention to national security situations and policies, leading to a passive learning attitude in national security education.

Lack of motivation and interest in learning.

Due to the relatively dull content of national security education, which lacks vividness and interest, students often feel bored during the learning process and lack the motivation for proactive learning. Some students believe that national security education is not closely related to their professional studies and future career development, thereby reducing their emphasis on and interest in national security education.

3.2.3 Need for Improvement in the Educational Environment.

Insufficient policy support and resource investment.

Although the national level attaches great importance to national security education in universities, there are still deficiencies in policy support and resource investment in the specific implementation process. Some universities have limited investment in national security education, lacking specialized national security education courses and teaching materials, which restricts the effective implementation of national security education.

Insufficient creation of an educational environment and atmosphere.

Universities have not done enough to create an environment and atmosphere for national security education, failing to form a strong atmosphere of national security education. The promotion of national security education on campus is insufficient, with fewer related activities and lectures, leading to low attention and participation from students in national security education.

4   Result Analysis

National security education is one of the important means to safeguard national security and is an important part of ideological and political education in universities. Although certain achievements have been made in integrating national security education into ideological and political education in universities, some problems still exist. Based on theoretical exploration and practical investigation, this article proposes that to achieve substantial results in integrating national security education into the ideological and political education of universities in Huzhou, systematic and targeted exploration is needed through the following three pathways: i) leveraging the leading role of

educators; ii) mobilizing the active role of students; iii) creating a favorable national security education environment.

4.1   Leveraging the Leading Role of Educators in National Security Education

Educators primarily include university teachers and administrators, who play a leading and guiding role in national security education. To leverage the leading role of educators, it is first necessary to enhance teachers' professional competence and awareness. Universities should regularly hold specialized training courses on national security education, inviting experts and scholars in the field of national security to give lectures to teachers, thereby enhancing their professional knowledge and teaching abilities. The training content should cover various fields of national security, such as political security, economic security, cultural security, and cyber security, ensuring that teachers possess comprehensive national security knowledge. Teachers are encouraged to continuously update and expand their knowledge related to national security education through self-study, further education, and participation in academic conferences, thereby enhancing their competence. A teacher development plan should be formulated, specifying the learning goals and requirements for teachers in national security education, and providing corresponding support and resources.

Regarding teaching content and materials, experts and scholars should be organized to compile systematic national security education textbooks covering various fields of national security, ensuring the systematicness and comprehensiveness of the teaching content. Excellent national security education resources, such as books, videos, and case studies from both domestic and international sources, should be introduced to enrich the teaching content and enhance the appeal and effectiveness of courses. Additionally, the teaching syllabus for national security education should be updated in a timely manner according to the development and changes in the national security situation, ensuring the forefront and practicality of the teaching content.

Innovative teaching methods are also an important means to leverage the leading role of educators. Teachers should adopt interactive teaching methods, such as discussions, debates, and case analyses, to enhance students' participation and interaction, thereby improving teaching effectiveness. Students should be organized to participate in national security education practice activities, such as visiting national security education bases and participating in simulation exercises, to enhance their practical abilities and perceptual understanding. Multimedia technology should be utilized to create vivid and illustrative teaching materials that showcase the content of national security education, thereby increasing students' interest and attention in learning.

4.2   Mobilizing the Active Role of Students in National Security Education

Students are the primary audience and participants in national security education. To mobilize the active role of students, it is first necessary to enhance their awareness and emphasis on national security education. Through various forms such as campus radio, posters, and lectures, the promotion of national security education should be strengthened to enhance students' recognition of its importance. Specialized courses on national

security education should be included in ideological and political education curricula to systematically teach national security knowledge and improve students' cognitive levels. Regular national security education-themed activities, such as knowledge competitions and speech contests, should be organized to stimulate students' interest and enthusiasm for participation.

Stimulating students' motivation and interest in learning is also an important means to mobilize their active role. In teaching, real-life cases should be integrated to analyze national security incidents, enhancing students' sense of reality and urgency, thereby increasing their motivation to learn. Diverse teaching formats, such as scenario simulations and role-playing, should be adopted to enhance the interest and vividness of teaching, thereby stimulating students' interest in learning. A reward mechanism for national security education should be established to commend and reward students who excel in national security education, thereby encouraging proactive learning.

Increasing opportunities for practical participation is also an effective way to mobilize students' active role. Universities should collaborate with national security education bases and enterprises to establish national security education practice bases, providing students with more practical opportunities. Students should be organized to participate in social practice activities, such as community outreach and volunteer services, integrating national security education with social practice to enhance their practical abilities. Regular national security simulation exercises, such as emergency evacuation drills and cyber security drills, should be conducted to improve students' emergency response capabilities and security awareness.

4.3   Creating a Favorable National Security Education Environment

A good educational environment includes not only the physical environment but also the institutional and cultural environments. First, increasing policy support and resource investment is an important guarantee for creating a good educational environment. National and local governments should formulate policies to support universities in carrying out national security education, strengthening guidance and supervision of national security education work in universities. Universities should increase funding for national security education to ensure its smooth implementation, providing ample teaching resources and facilities. A special fund for national security education should be established to support research, teaching, and practical activities related to national security education, thereby improving the quality and effectiveness of education.

Creating a good educational environment and atmosphere is also an important means to enhance the level of national security education. The promotion of national security education should be strengthened on campus through various forms such as posters, display boards, and electronic screens, creating a strong educational atmosphere. Regular national security education activities, such as lectures, forums, and exhibitions, should be held to increase students' attention to and participation in national security education. A cultural corridor for national security education should be established on campus to showcase relevant knowledge and achievements in national security education, thereby enhancing students' security awareness.

Strengthening interdisciplinary collaboration and resource integration is also an important measure for creating a good educational environment. Universities should establish interdisciplinary collaboration mechanisms for national security education to promote cooperation and communication among different disciplines, forming a joint force to advance the development of national security education. Educational resources both within and outside the university, such as experts, textbooks, and practice bases, should be integrated to improve the efficiency and effectiveness of resource utilization in national security education. Interdisciplinary joint research should be organized to conduct studies on topics related to national security education, thereby enhancing the theoretical level and practical capabilities of national security education.

5   Conclusions

This article explores the existing problems in integrating national security education into the ideological and political education work in universities and proposes specific pathways from three aspects: leveraging the leading role of educators, mobilizing the active role of students, and creating a favorable educational environment. The implementation of these pathways not only helps to solve the problem of integrating national security education into ideological and political education in universities, but also promotes the comprehensive development of national security education. It enhances the overall level of ideological and political education in universities and cultivates more high-quality talents with national security awareness and competence.

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Funding Information

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