

Exploration and Practice of the Educational Model for Ideological and Political Education in the “Rail Transit Passenger Organization” Course

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Abstract

Under the backdrop of the deepening of moral education in vocational training and the intelligent transformation of the urban rail transit industry, which demands high-quality talent, this approach addresses common issues in teaching urban rail transit-related courses, such as inadequate integration of moral education, ineffective implementation, and insufficient practical outcomes. Based on theories such as Marx’s theory of all-rounded human development and social learning theory, and with a focus on the fundamental goal of instilling virtues, we designed two main lines: “curriculum-based ideological and political education” and “labor education”. Through three types of classrooms, we implement the four-step “reflection before action” teaching method, explore value-added evaluation in terms of “increment, quality improvement, and expansion”, and integrate moral education in courses into five dimensions: “content organization, resource development, teaching implementation, assessment evaluation, and team building.” This framework constructs the “12345” educational model for the “Rail Transit Passenger Organization” course. Practice has shown that this model effectively unifies knowledge transmission with value guidance, significantly enhancing students’ professional qualities and ideological and political levels.

Keywords

Rail Transit Passenger Organization, Course Ideological and Political Education, Educational Model

1. Introduction

With the widespread application of new technologies such as big data and artificial intelligence in the urban rail sector, the demand for talent in the urban rail transit industry is shifting from labor-intensive to technology-intensive, and from single-skill to multi-skill composite roles. According to data from the China Association of Metros, in 2023-2024, the national urban rail transit operating mileage will increase by more than 1500 kilometers, with intelligent projects accounting for over 40% (China Urban Rail Transit Association, 2025). The rapid development of the industry has set higher standards for the cultivation of specialized talent, requiring students not only to possess solid professional skills but also to have good professional ethics, an innovative mindset, and a sense of social responsibility. Against this backdrop, building ideological and political education into courses has become a critical focus of vocational education reform. The “Implementation Plan for National Vocational Education Reform” emphasizes incorporating ideological and political education throughout the entire talent training process (The State Council, 2019), and the “Guidelines for the Construction of Ideological and Political Courses in Higher Education” further require the integration of course ideology and politics with professional characteristics (Ministry of Education, 2020). The introduction of these policies highlights the strategic importance of ideological and political education in vocational education. An important and urgent issue is how to deepen the reform of the ideological and political education model, promote the deep integration of professional education with ideological education, and cultivate high-quality composite talents suited to the development of the urban rail transit industry.

2. Issues in the Practice of Ideological and Political Education in Urban Rail Transit-Related Courses

There is a significant gap between the current teaching practices in urban rail transit-related courses and industry development needs and policy expectations. In actual teaching, some institutions experience a disconnection between professional skills training and ideological education. The objectives of course-based ideological and political education are often unclear, with ideological elements being integrated in a rigid manner, making it difficult to achieve a subtle and effective educational impact. A comprehensive analysis reveals the following main reasons:

2.1. Issue of “Ineffective Education”: Lack of Top-Level Design and Homogenized Course Objectives

There are deficiencies in the planning of professional course systems in fully advancing the construction of ideological and political education. Teachers lack systematic research on the objectives of ideological and political course construction, and the contents of relevant documents are simply and mechanically incorporated into course teaching objectives, resulting in goals that are broad and ungrounded.

Elements of education like patriotism, national sentiments, and craftsmanship at a national level remain at the conceptual stage and do not resonate with students' experiences. The goals of ideological and political course construction are heavily homogenized, lacking distinct industry, school, and professional characteristics. Within the same specialty, there is a lack of systematic design for course objectives, leading to disconnection or overlap.

2.2. Issue of “Ineffective Promotion”: Single Educational Approach and Weak Teacher Capability

Professional teachers often explore the ideological and political education elements inherent in professional knowledge, seeking appropriate integration points and using case studies, interactive learning, and video multimedia methods to carry out ideological and political education in courses. Consequently, teaching often relies on relatively rich information technology means in classroom teaching while neglecting teaching formats such as internships, social practice, and skills competitions. This not only diverges from the “comprehensive education” philosophy but also fails to cultivate students' professional qualities through problem-solving and hands-on activities. Not all professional course teachers internalize and sincerely adopt “course-based ideological and political education.” Some do not fully explore the ideological elements within their courses, clinging to knowledge-based rather than wisdom-based education (Jiang et al., 2023). Consequently, there is a misalignment in educational philosophy, making it difficult to achieve the integration of ideological and political education into talent cultivation.

2.3. Issue of “Poor Implementation”: Incomplete Evaluation Mechanism and Unsystematic Educational Assessment

The current method of evaluating course-based ideological and political education still has common problems, such as directly applying the professional course evaluation system, having a relatively single evaluation body, and having short evaluation cycles. In the assessment and evaluation plan, evaluation points are set only for the achievement of knowledge and skill objectives, neglecting the consideration of the achievement of course educational objectives. This lack of coordination between educational evaluation and talent cultivation leads to a lower validity of ideological and political education assessments, with evaluation results disconnected from the improvement of course quality.

3. The Content and Role of the Theoretical Foundations

The Marxist theory of human comprehensive development establishes the core value foundation for integrating ideological and political education into courses. In “The German Ideology”, Marx and Engels deeply analyzed the alienation of labor in capitalist society and the one-sided shaping of individuals by traditional divisions of labor, highlighting how private ownership and irrational divisions led to imbalances between physical and intellectual development and suppressed the

spiritual world of workers. They advocated for the harmonious and unified development of physical and intellectual abilities, material needs and spiritual pursuits, and professional skills and moral qualities (Marx & Engels, 1961). In the practice of course-based ideological and political education, this theory guides professional education to transcend the limitations of mere skill transfer by deeply integrating ideological elements throughout the teaching process, thereby promoting the collaborative development of students' professional skills and moral character and cultivating high-quality, versatile talents aligned with industry needs.

Bandura's social learning theory provides an operational framework for implementing ideological and political education in courses. Bandura posited that the formation and development of individual behavior rely not only on direct experience but also on the observational learning of others' behaviors and their consequences. In this process, self-efficacy and environmental factors play significant regulatory roles (Bandura, 1977). When applied to course-based ideological and political education, a practical path of "model demonstration-situational experience-self-reflection" can be constructed based on this theory. By introducing stories of industry role models and exemplary professional cases, tangible learning benchmarks are set for students. Situational teaching methods such as project-based learning and role-playing are used to simulate ethical decisions in professional contexts. Students are guided to reflect on their practical experiences, strengthening the internalization and practice of correct values, thereby achieving the deep integration of professional and ideological education and enhancing the effectiveness of ideological and political education.

4. Construction Strategies for Ideological and Political Education in Urban Rail Transit Passenger Organization Course

"Rail Transit Passenger Organization" is a core course in the Urban Rail Transit Operation Management program. It focuses on the holistic development of individuals by integrating moral and technical education to cultivate high-quality, versatile urban rail transit operation professionals who can adapt to smart city rail development. The course is designed around two main themes: "Curriculum Ideology and Politics" and "Labor Education," which together provide dual support for both skill transmission and moral development. The course is implemented through three classroom settings—primary, secondary, and tertiary—featuring a four-step teaching method: "Think Before You Act" (Inspiring Thought and Interest, Seeking Solutions to Confusions, Enlightening the Path, and Thinking and Acting Thoughtfully). This method explores value-added evaluation by "increasing quantity, improving quality, and expanding scope." From in-class to extracurricular activities, and from within the school to outside its premises, the course integrates educational objectives into five dimensions: content organization, resource development, teaching implementation, assessment and evaluation, and team building. This constitutes the "12345" educational model for the "Rail

Transit Passenger Organization” course. By establishing a “Goal-Implementation-Evaluation” pathway for professional course education, the course effectively addresses common challenges in teaching rail transit-related courses, such as the lack of practical educational outcomes, insufficient progress, and difficulties in implementation. It successfully achieves the teaching objectives of “truly understanding, genuinely believing, and effectively applying” the learned concepts.

4.1. Collaboration between Schools and Enterprises to Redefine Course Objectives and Reconstruct Teaching Content

Professional course instructors, ideological and political education teachers, and industry experts from companies such as the Guangzhou Railway Group Corporation collaboratively established three-dimensional teaching objectives for the “Rail Transit Passenger Organization” course, reflecting the spirit of contemporary rail transit. They refined the course’s ideological and political education goals and revised the course standards. Based on the talent cultivation plan and course standards, and in alignment with new technologies, regulations, and developments, the course content was reconstructed. A modular course structure, comprehensive yet independent, was designed with a core focus on rail transit vocational abilities. Following the sequence and methods of passenger flow organization at rail transit stations, the teaching content is divided into four modules and seven projects. The elements of personal safety, equipment safety, technical safety, as well as responsibility, dedication, and service, are integrated into the teaching tasks, establishing an intrinsic connection for “genetic” integration, as shown in **Table 1**.

Table 1. Course content and ideological-political elements configuration table.

Sequence Number	Course Module	Project Content	Teaching Task	Ideological-Political Elements	Allocation of Class Hours
1	Module One: Basic Understanding of Passenger Organization	Project One: Daily Operations of the Station	Task 1: Job Responsibilities and Work Standards	Dedication and Professionalism, Loyal Fulfillment of Duties	2
			Task 2: Daily Management of the Station	Unified Command, Coordinated Scheduling	2
		Project Two: Utilization of Station Navigation and Guidance Facilities and Equipment	Task 1: Design of Guidance Signage System	People-Oriented, Service First	2
			Task 2: Utilization of Guidance Facilities and Equipment	Standardized Operation, Strict Risk Control	2
2	Module Two: Analysis of Passenger Flow Indicators and Preparation of Organizational Plan	Project Three: Station Passenger Flow Investigation and Forecasting	Task 1: Passenger Flow Investigation	Honesty and Trustworthiness, Seeking Truth from Facts	2
			Task 2: Passenger Flow Forecasting	Safety and Orderliness, Prevention First	2
		Project Four: Preparation of Station Passenger Flow Organization Plan	Task 1: Preparation of Normal Passenger Flow Organization Plan	Comprehensive Planning, Preventing Minor Issues from Escalating	2
			Task 2: Preparation of Abnormal Passenger Flow Organization Plan		2

Continued

			Task 1: Daily Passenger Flow Organization	Centralized Leadership and Unified Command	4
		Project Five: Normal Station Passenger Flow Organization and Guidance	Task 2: Transfer Passenger Flow Organization		4
			Task 3: Large Passenger Flow Organization	Seeing the Big Picture in Small Details, Safety First	4
3	Module Three: Implementation of Passenger Organization Plan and Emergency Management		Task 1: Emergency Response for Passenger First Aid	Respect for Life, Never Give Up	2
			Task 2: Emergency Response for Sudden Security Incidents	Loyalty and Responsibility, Racing Against Time	2
		Project Six: Emergency Management of Station Incidents	Task 3: Emergency Response for Driver Incapacitation	Respect for Regulations, Follow Them Diligently	4
			Task 4: Emergency Response for Signal Malfunctions	Centralized Leadership and Unified Command	4
			Task 5: Emergency Response for Sudden Fires	Coordinated Effort, Selflessly Helping Others	4
4	Module Four: Application and Innovation of Passenger Transport Organization Information Technology	Project Seven: Passenger Transport Organization Technological Innovation	Task 1: Urban Passenger Transport Big Data Analysis	Keeping Up with the Times, Innovative and Agile	2
			Task 2: Smart Urban Rail Passenger Transport Organization Management	Diligent in Learning and Thoughtful, Multi-skilled	2

4.2. Constructing a “Dual Mainline Integration” Education System to Promote Deep Coordination of Value Guidance and Habit Formation

The course team for “Rail Transit Passenger Organization” has built an integrated educational framework that combines “value guidance” and “normative behavior,” using professional development as its cornerstone. The course leader, who has dedicated 20 years to vocational education and has received honors such as “National Outstanding Teacher” and “Provincial May 1st Labor Medal,” has grown from a railway transportation university graduate into a “senior dual-qualified” professional leader. Continually embodying the model worker spirit of “dedicating oneself wholeheartedly to one’s profession and striving for excellence,” the leader instills a rigorous and pragmatic work attitude and a spirit of continuous improvement in students through personal example and teaching. Their personal growth story serves as a vivid vocational education textbook and a direct and lively role model for students to observe and emulate.

At the value-guidance level, the course team focuses on the core competencies of the urban rail transit operations profession, distilling the ideological and political education main themes of “respecting regulations, benchmarking and steadfastly implementing them, and taking responsibility.” In the “Respect for Regulations” module, typical incident cases like the “non-standard driving, tears for loved ones” scenario are analyzed, along with an incident at a Beijing subway station caused by non-compliant operations, to make students deeply understand the life-and-death significance of regulations for operational safety. The “Standard-

ized Practice” segment introduces the “millimeter-level precise parking” standard from the Guangzhou Metro, encouraging students to compare gaps between their own practical training and industry standards, fostering a pursuit of professional excellence. The “Responsibility and Accountability” education uses touching video footage of employees on Metro Line 5 in Zhengzhou, who, during a heavy rainstorm, risked their safety to pry open submerged train doors to rescue passengers, as a teaching material. Students engage in situational discussions on “What If I Were on Duty,” guiding them to truly grasp the professional essence of “1 minute on duty, 60 seconds of safety.”

The standardized behavior cultivation is implemented through the two lines of “6S on-site management and safety process control” in labor education. “6S management” (Sort, Set in order, Shine, Standardize, Sustain, Safety) is detailed into the daily management guidelines of the training base, requiring students to maintain a tidy workstation and return tools to their places during practical training like the “manual preparation of routes.” Through daily behavior training, these activities aim to solidify professional habits. “Safety process control” establishes a closed-loop mechanism of “pre-shift safety oath-operational recording during the shift-post-shift hazard inspection.” For example, during a simulated large passenger flow evacuation drill, students are required to record passenger flow monitoring data and emergency command transmission points throughout the exercise. Post-training, they conduct group reviews to identify operational loopholes, converting safety awareness into quantifiable and traceable behavioral norms.

This integrated education model, which “molds the soul with value guidance and shapes behavior with norms,” employs Bandura’s “observational learning” theory. By introducing material such as exemplary stories from industry role models and practical cases of outstanding professionals, it provides students with concrete learning benchmarks. This process effectively guides students to deepen their understanding of correct values through observation and imitation, encouraging them to actively practice these values in real situations. Consequently, this leads to a complete transformation of values from cognition to internalization and then to externalization. It breaks down the traditional barriers between ideological education and professional teaching, embedding the concept of “skill transmission and virtue cultivation, dual-track guidance” into all aspects of the teaching process. When students become fatigued from repeatedly practicing the six-step process of manually operating railroad switches during training, teachers reinforce their professional resilience by sharing stories of outstanding graduates who honed their skills through years of dedication, akin to “sharpening a sword for ten years.” If collaboration errors occur during simulated emergency drills, reviewing the “Guangzhou Urban Rail Transit Operation Emergency Plan” helps students deepen their sense of responsibility through behavior correction, ultimately achieving the collaborative growth of professional spirit and expertise.

4.3. Developing Three-Dimensional Ideological and Political Education Resources and Implementing Blended Online and Offline Teaching

A rich array of quality ideological and political education resources is a prerequisite for ensuring the smooth implementation of curriculum-based ideological and political education. The development of online resources uses the national vocational education exemplary virtual simulation training bases and training bases supported by central government funds as platforms, integrating resources from the urban rail transit operation management professional teaching resource library. This initiative has established a categorized teaching case library for “specialty + moral education,” thematic micro-lessons for ideological and political education, a virtual metro museum, official accounts, short videos, and more. These resources integrate ideological and political elements into the online courses, digital courses, and teaching software development.

The construction of offline resources emphasizes school-enterprise collaboration and environmental immersion. In partnership with industry enterprises, moral education textbooks such as “The Power of Model Workers and Senior Students” and “Growth Map of Urban Rail Transit Operation Management Graduates” have been compiled and published. These books highlight the stories of 20 outstanding graduates who have risen from frontline positions, showcasing their journey of staying true to their original aspirations and refining their skills throughout their professional development. Additionally, a “Labor Education Practice Base” has been co-established with Guangzhou Metro, incorporating real equipment and management standards from metro operating enterprises to create immersive professional scenarios. Moreover, industry role model portraits, standardized operating procedures, safety warning slogans, and 6S management visual identifiers are integrated into the physical space design of the training base, creating an environment where “every step and scene educates.”

Through a closed-loop design of “online simulation training empowering skills and offline real-world experience internalizing qualities,” the cultivation of professional habits is woven into the entire teaching chain, including pre-class virtual preparation, dual-scenario practical exercises during class, and post-class case reviews. This approach guides students in transforming professional principles—“having faith in their hearts, skills in their hands, responsibility on their shoulders, and never going off track”—into stable behavioral paradigms, achieving a simultaneous enhancement of professional skills and spirit.

4.4. Creating a Four-Step “Reflection Before Action” Teaching Model to Implement a Two-Level Ideological and Political System from Curriculum to Classroom

The course team has innovatively developed a four-step teaching model—“Guided Reflection and Interest Stimulation, Inquiry and Problem Solving, Inspiration and Action Guidance, Reflection Before Action”—providing an operational frame-

work for embedding ideological and political education into classroom teaching. This model features relatively stable teaching elements that create a sense of “ritual” in integrating ideological and political aspects into the course, naturally embedding value guidance into the process of knowledge transfer and skill training.

In practice, this model emphasizes the principle of “dynamic adaptation.” During the “Guided Reflection and Interest Stimulation” phase, suspense can be created using urban rail operation cases (e.g., “Why does the passenger flow diversion plan on the same platform need to be adjusted based on the time of day?”) to spark students’ curiosity. In the “Inquiry and Problem Solving” stage, group discussions are guided by contradictions encountered in practical training (e.g., “The balance between prioritizing efficiency and ensuring safety”). The “Inspiration and Action Guidance” phase involves analyzing the decision-making logic of industry role models (such as a model worker’s value judgments in emergency situations) to distill the core of professional spirit. Finally, the “Reflection Before Action” phase requires students to revisit key points before practice, compare their actions against professional standards during practice, and reflect on any behavioral deviations afterward.

Instructors can flexibly adjust the order and duration of the four steps based on different teaching content: theoretical teaching can focus more on the logical progression of “Guided Reflection to Inspiration,” while practical training courses can emphasize the practical relevance of “Inquiry to Reflection.” This non-stereotypical design ensures the systematic integration of ideological and political education while maintaining the flexibility and vitality of classroom teaching. Ultimately, it achieves the organic fusion of explicit knowledge and skills transfer with the cultivation of an implicit value system, effectively bringing the broader curriculum-based ideological and political education to concrete implementation in the microcosm of classroom teaching.

4.5. Developing a “Three-Classroom” Value-Added Evaluation Method and Exploring a New Paradigm for “All-Around Education”

The course uses an evaluation method as a starting point to create three types of classrooms, shifting the focus of teaching toward the goal of “moral education and holistic development.” Evaluations are based on students, capabilities, and innovation, constructing a learning community between teachers and students. This transforms teachers from being purely explanatory to becoming coaches, enabling students to excel in professional learning, knowledge construction, skill development, and emotional experience, ultimately becoming well-rounded lifelong learners.

The first classroom relies on cloud platforms, virtual simulation systems, and intelligent training equipment to comprehensively collect students’ learning behavior trajectories, focusing on “increment” through aspects such as knowledge testing, skill clearance, and assignment performance. The second classroom leverages teaching platforms like master workshops and “dual-teacher” studios to

focus on “quality improvement” through assessments like the 1+X certificate, skill competitions, and completion of expansion tasks. The third classroom, supported by organizations such as workplace stations, youth volunteer associations, and Red Cross clubs, emphasizes “expansion” by engaging in volunteer service, community science outreach, and targeted assistance (Table 2). The “three classrooms” model of differentiated scoring aligns with the core requirements of Marxist theory on all-round human development and systematically guides students to achieve growth and added value in key dimensions such as core value shaping and the cultivation of comprehensive abilities. This model transcends the limitations of traditional educational settings, extending from inside the classroom to outside, and from within the school to beyond the school. It provides strong support for exploring new paths of education that are “all-inclusive, throughout the entire process, and comprehensive.”

Table 2. Value-added assessment methods for the “Three Classrooms”.

Focus Areas of the Three Classrooms	Platform Support	Evaluation Subject	Evaluation Content
First Classroom (Focus on “Increment”)	Cloud Platform	Automated System Scoring (Teachers, Students)	Knowledge Assessment Technical Proficiency Activity Participation
	Virtual Simulation	Automated System Scoring	Professionalism Group Reporting
	Intelligent Devices	Device Automated Scoring	Work Order Completion Assignment Grades
Second Classroom: Competition and Certification Scoring (Focus on “Quality Improvement”)	Skills Master Studio	Evaluation Organized by Full-time and Part-time Teachers	Certification-Related Module Grades Related Skills
	Dual-Teacher Studio	Full-time and Part-time Teachers	Competition Results Activity Participation
Third Classroom: Social Service Scoring (Focus on “Expansion”)	Corporate Workstation	Teachers, Corporate Mentors	Activity Participation
	Youth Volunteer Association and Other Public Welfare Organizations	Teachers, Students, Event Organizers	Evaluation by Event Organizers

4.6. Strengthening the Role of Party Building to Advance In-Depth Ideological and Political Learning within the Teaching Team

The effective implementation of curriculum-based ideological and political education depends on educators being educated and strengthening their own skills first. The course team uses party building as a guiding force to construct a multi-

dimensional teachers' ideological and political learning system, thereby establishing a solid ideological foundation for educational practice. On the theoretical learning level, the course team has innovated a "dual-line integration" mechanism. Offline, it strictly implements the branch's "Three Meetings and One Class" system, designating every Wednesday as a fixed political study day. The learning content deeply integrates the spirit of the railway, industry culture, and typical cases (such as "The Story of Railway Craftsmen's Dedication"). A four-level interactive model is employed, featuring "leadership-led lectures, leading teachers' study sessions, group centralized study, and skill competitions to promote learning," achieving comprehensive coverage of theoretical learning. Online, the team leverages platforms such as "Xuexi Qiangguo" (a national learning platform), the "Integrity Guangzhou" public account, and the college's micro-party building platform to deliver targeted learning resources, establishing a routine learning structure where educators can learn "anytime, anywhere." This approach promotes the deepening of teachers' political, ideological, and emotional identification.

On the practical coordination level, "school-enterprise co-construction" is utilized to expand the dimensions of learning. Leveraging a national-level innovation team collaboration community, themed party day events are conducted in partnership with industry-leading enterprises such as Guangtie Group and Guangzhou Metro. These activities combine "on-campus discussions with enterprise practice," promoting the deep integration of party building work with industry resources. Additionally, reflecting the characteristics of the urban rail transit operation profession, specialized training sessions on curriculum-based ideological and political education are organized, both online and offline. These cover practical topics such as "identifying ideological and political elements in the industry" and "techniques for classroom integration," effectively enhancing teachers' educational awareness and professional skills. This forms a teacher growth ecosystem characterized by "party building leadership, school-enterprise collaboration, and integration of learning and application."

5. Reflections on Ideological and Political Education in Urban Rail Transit Courses

5.1. Resolving the Challenge of Repetitive Use of Educational Resources through Collective Lesson Planning and Resource Integration

Currently, the implementation of ideological and political education in urban rail transit courses faces the challenge of low efficiency in using educational resources. The same industry cases (such as typical metro emergency rescue events) are repeatedly cited across multiple courses, and the stories of model figures (like the "most admirable metro staff") are interpreted homogeneously in different courses. Since instructors have not undertaken targeted reconstruction based on the differences in course content, students encounter the same ideological and political

materials repeatedly across various courses. Moreover, the presentation of the content lacks differentiation, which gradually reduces students' interest and makes it difficult to achieve a progressive effect in ideological and political education.

To address this type of issue, we can leverage the platform advantages of the Teaching Innovation Team and the Model Party Branch to establish a collective lesson preparation mechanism that spans courses and teaching research divisions. By conducting comprehensive student surveys across all majors, we can refine the focus of integrating ideological and political education into different courses according to a three-tier progressive model: basic cognition, ability cultivation, and value shaping. This involves analyzing the existing ideological and political education resource library to clarify the core mapping points of each type of material (such as safety compliance cases and stories of industry role models) in various courses, thus creating a "Guideline for the Allocation of Ideological and Political Education Resources in Courses." We will establish a dynamic resource updating mechanism to incorporate new cases and models from the urban rail transit industry during collective lesson planning, preventing resource aging and duplication. By implementing "precise matching and tiered application," we aim to improve the effectiveness of education. This approach aligns with the Marxist theory of comprehensive human development's requirement for the comprehensive development of human capabilities. It also offers students diverse role models for observational learning, in line with the logic of "vicarious reinforcement" in social learning theory.

5.2. Enhancing Students' Deep Learning Abilities and Innovating Teaching Methods to Highlight Value Guidance

In teaching practice, it has been found that there is a phenomenon of "superficial participation" among students during discussions involving ideological and political elements. When teachers guide students to think about topics such as industry ethics and professional responsibility, students' expressions often tend to be homogenized, with some viewpoints even deliberately catering to the teacher's expectations. This results in the discussion failing to reach intellectual depth, thus wasting opportunities for students' independent expression and weakening the actual effect of value guidance.

6. Conclusion

The root of this issue lies in the insufficient alignment between teaching methods and students' cognitive patterns. Improvements can be made in three areas in the future: Firstly, by deepening the contemporary implications of the teaching content, and uncovering the spirit of innovation and sense of responsibility embedded in new technologies and standards in the urban rail transit industry. Secondly, by implementing differentiated teaching strategies to dynamically assess students' knowledge reserves and ideological confusions through pre-class questionnaires

and group interviews, and by aligning the topics of ideological discussions with real issues of concern to students (such as “How to maintain professional competitiveness in the intelligent era”).

Thirdly, by innovating the “learning-application transformation” medium through activities like “case analysis workshops” and “professional scenario simulation debates”. These activities can guide students to analyze real conflicts in urban rail operations (such as the tension between emergency response efficiency and procedural compliance) from a Marxist standpoint. This approach enables the transformation from “cognition-recognition-practice” in solving practical problems, genuinely achieving deep learning effects where “learning is applied, and application promotes learning.” This approach aligns with the essential requirement of the Marxist theory of comprehensive human development, which emphasizes the “comprehensive development of human social relations”. It also creates authentic professional contexts providing students with a complete process of “observational learning-self-regulation-behavioral reproduction” as emphasized by social learning theory, contributing to cultivating students’ abilities to think independently and solve complex problems.

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Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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