

The Professional Integration and Path Innovation of Ideological and Political Education Reform in the Course of "Labor and Social Security Law"

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Abstract: This study focuses on the course "Labor and Social Security Law" in the field of human resource management, deeply exploring the practical path of ideological and political teaching reform in the course. By analyzing the current status and problems of integrating ideological and political elements in the course, and combining the characteristics of the discipline of Labor and Social Security Law, a four-in-one course ideological and political teaching model of "legal theory infiltration-case immersion-practical insight-value sublimation" is constructed. The research shows that by mining the rule of law concept behind legal provisions, the value of fairness and justice in the social security system, and the people's livelihood feelings in labor rights protection, combined with innovative methods such as case teaching, practical teaching, and blended teaching, the professional competence and ideological and political awareness of students can be effectively improved, achieving an organic integration of knowledge transmission and value guidance. This study provides a reference for the ideological and political teaching reform of legal courses, especially those aimed at non-law majors (such as human resource management majors).

Keywords: Labor and Social Security Law; Course Ideological and Political Education; Teaching Reform; Four-in-One Model; Human Resource Management Major

1. Introduction

1.1 Research Background and Significance

At the National Conference on Ideological and Political Work in Higher Education Institutions,

General Secretary emphasized that "we must adhere to the central link of cultivating virtue and educating people, integrate ideological and political work into the entire process of education and teaching, and achieve full process and all-round education" [1]. As a key measure to implement the fundamental task of cultivating morality and talents, ideological and political education in courses is becoming an important direction for the reform of various courses and teaching in universities. As a core course of human resource management, the teaching content of "Labor and Social Security Law" directly involves fields closely related to the protection of workers' rights and interests, the construction of social security systems, and people's well-being, and contains rich ideological and political education resources. For students majoring in human resource management, a deep understanding of labor and social security laws is not only an essential quality for their career development, but also a key factor in cultivating their sense of social responsibility and improving their professional ethics. Integrating ideological and political elements into curriculum teaching can not only enhance students' awareness of legal professional ethics, but also cultivate their sense of responsibility to serve society and ensure people's livelihoods. It is of great significance for cultivating high-quality composite talents who are proficient in both morality and law.

From the perspective of disciplinary characteristics, the Labor and Social Security Law is the sum of legal norms that regulate labor relations and social security relations. Its legislative purpose always runs through values such as "protecting the legitimate rights and interests of workers", "promoting social fairness and justice", and "maintaining social

harmony and stability", which are highly consistent with the China's core values. For example, Article 1 of China's Labor Law clearly stipulates that "in order to protect the legitimate rights and interests of workers, adjust labor relations, establish and maintain a labor system that adapts to the China's market economy, and promote economic development and social progress," this legislative purpose itself contains a clear orientation towards people's livelihoods and a sense of social responsibility, which is a natural starting point for carrying out ideological and political education [2]. For students majoring in human resource management, understanding these legislative purposes will help them better balance labor relations, build harmonious labor relations, and demonstrate corporate social responsibility in future enterprise management.

1.2 Research Status at Home and Abroad

Domestic research on curriculum ideology has gradually shifted from theoretical exploration to practical exploration. In the field of legal studies, scholars have conducted research on the ideological teaching reform of courses such as constitutional law, civil law, and criminal law. For instance, scholar E Na (2024) suggests that in teaching civil law, emphasis should be placed on the basic principles of civil law, such as fairness and integrity, to cultivate students' belief in the rule of law and moral sentiments [3]. In the field of labor and social security law, some scholars have also begun to pay attention to the integration path of curriculum ideology. Jiang Lei (2024) pointed out that by analyzing the historical evolution of labor legislation, students can be guided to understand the superiority of China's system [4]. However, existing research often remains at the theoretical level, lacking systematic model construction and empirical research, especially in the areas of innovative teaching methods and practical effectiveness evaluation. Moreover, there is relatively less research on the ideological teaching of the "Labor and Social Security Law" course for students majoring in human resource management. How to better integrate legal ideology with the training goals of the human resource management major is one of the innovative points of this study.

Although there is no concept of "curriculum ideology" abroad, legal ethics and professional responsibility are generally emphasized in legal

education. For instance, the American Association of Law Schools (AALS) includes "professional responsibility" as a required component of legal education, emphasizing the cultivation of students' professional ethics through case teaching and clinical practice [5]. German legal education focuses on integrating legal knowledge with social policy, guiding students to pay attention to the social effects of law [6]. These international experiences provide useful references for the ideological reform of the "Labor and Social Security Law" course in our country, but they need to be adapted to our national conditions and educational goals, especially on how to effectively implement it in a non-legal major context.

1.3 Research Methodology and Framework

This study employs a combination of literature analysis, questionnaire survey, and action research methods. Firstly, by reviewing relevant literature both domestically and internationally, the connotation and implementation path of ideological and political education in courses are clarified. Secondly, a survey on the current state of learning the "Labor and Social Security Law" course among students majoring in human resource management at a certain university is conducted to analyze the existing issues with the integration of ideological and political elements. Finally, based on the survey results, a teaching reform plan is designed and tested and optimized in teaching practice. This study will focus on exploring more targeted strategies for integrating ideological and political education from the perspective of students majoring in human resource management.

2. Analysis of Current Teaching Status and Problems

2.1 The Current Status of Ideological and Political Education in Courses

Currently, the majority of universities have initially recognized the importance of ideological and political education in the teaching of "Labor and Social Security Law," with some teachers attempting to integrate ideological and political elements into their instruction [7]. For example, when explaining the basic principles of social security law, they

might mention China's "people-centered" development philosophy; when analyzing labor dispute cases, they would guide students to consider the societal effects of legal judgments. However, on the whole, the implementation of ideological and political education in courses is still in an exploratory phase and exhibits the following characteristics:

2.1.1 The ideological and political elements are not systematically mined

The exploration of ideological and political elements by teachers often remains at a fragmented and piecemeal level, lacking a systematic collation of the overall ideological and political resources of the course. For instance, when explaining the principles of concluding labor contracts in the "Labor Contract Law," only the principle of "good faith" is briefly mentioned, without delving into its intrinsic connection with the "integrity" in China's core values. This results in a lack of close integration between ideological and political education and professional teaching. For students majoring in human resource management, such fragmented integration makes it difficult for them to closely associate legal knowledge with moral choices in their future professional practice.

2.1.2 Insufficient innovation of teaching methods

The teaching method is still dominated by traditional lectures, and has not fully utilized diverse teaching means such as case teaching, scenario simulation, and social practice to present ideological and political elements. For example, when explaining the industrial injury insurance system, if the compensation standard is only analyzed from the perspective of legal provisions without combining the actual rights protection cases of injured workers, it is difficult for students to deeply appreciate the humanistic care of the social security system [8]. For majors in human resource management that emphasize practical ability, this deficiency is particularly evident.

2.1.3 Imperfect evaluation system

Course evaluations still primarily focus on the assessment of professional knowledge, lacking indicators for evaluating students' values, professional ethics, and other ideological and political objectives. Students' course grades are mainly determined by theoretical exams and case analyses, while their sense of social responsibility, belief in the rule of law, and other

qualities demonstrated during the learning process are difficult to effectively evaluate.

2.2 The Main Existing Problems and Their Causes

2.2.1 The ideological and political teaching ability of teachers needs to be improved

Some teachers have a biased understanding of curriculum ideology, simply equating it to political theory sermonizing, and fail to accurately grasp the integration point of labor and social security law with ideological education. Moreover, the teachers' own ideological literacy and innovative ability in teaching methods are insufficient, resulting in the ideological elements appearing rigid and forced when integrated into teaching. In the survey, 67% of teachers believe that "lack of ability in curriculum ideology teaching design" is the main obstacle in the implementation process. For teachers teaching non-law major students, how to transform obscure legal provisions into ideological content that is easy for students to understand and resonate with is even more challenging.

2.2.2 The ideological and political elements in textbooks and teaching resources are not adequately integrated

The existing "Labor and Social Security Law" textbooks mainly focus on the interpretation of legal provisions and the construction of theoretical systems, with a lack of explanation of the value concepts, social background, and ideological elements behind the legal system. For example, when introducing the development history of China's social security system in the textbooks, it often lists policy documents in chronological order without in-depth analysis of the national governance concepts and people's livelihood concerns reflected behind the system evolution, making it difficult for students to understand the ideological connotations of the legal system from a macro perspective. This makes it difficult for students majoring in human resource management to integrate legal knowledge with practical social problems and management practices.

2.2.3 The ideological and political functions of the practical teaching link are not fully exerted

Labor and Social Security Law is a highly practical discipline. However, current practical teaching segments (such as internships and practical training) often emphasize the cultivation of students' legal practice skills, but

overlook the guidance on their professional ethics and social responsibility. When students participate in activities like labor dispute mediation and social security policy research, there is a lack of timely guidance from teachers on their values, making it difficult to organically integrate professional practice with ideological and political experience [9]. This is particularly important for students majoring in human resource management, as they will directly face labor relations issues within enterprises in the future.

2.2.4 The collaborative education mechanism has not yet been established

The effective implementation of ideological and political education in courses requires the collaborative cooperation of schools, families, and society. However, at present, the ideological and political teaching of the "Labor and Social Security Law" course still mainly relies on classroom teaching and lacks deep cooperation with external entities such as government departments, social organizations, and enterprises. For instance, there has not been a long-term cooperative mechanism established with labor arbitration committees or social security management agencies, which prevents providing students with immersive ideological and political practice scenarios [10].

3. Theoretical Foundation and Model Construction of Educational Reform

3.1 Theoretical Basis

3.1.1 Legal theory

Legal theory posits that law is an embodiment of the will of the ruling class, exhibiting distinct class and social characteristics. The Labor and Social Security Law, as a legal regulation of labor relations and social security relations, fundamentally serves to protect the interests of the proletariat and the broad working class, which aligns closely with the intrinsic requirements of China's system. In course instruction, employing legal theory to analyze the background of the legal system's emergence and its developmental laws can assist students in establishing a correct legal and value perspective, deeply understanding the essence of our country's labor and social security legal system. For students majoring in human resource management, comprehending the class and social nature of law helps them, when dealing with labor-capital relations, to understand policy

orientations and corporate social responsibilities from a broader macro perspective.

3.1.2 The educational concept of cultivating morality and cultivating people

The fundamental task of education is to cultivate moral character and people, which requires the integration of ideological and political education into various curriculum teaching. As a professional course for cultivating talents in human resource management, it is necessary to adhere to the guidance of cultivating morality and nurturing talents. While imparting legal knowledge, it is also necessary to cultivate students' belief in the rule of law, professional ethics, and social responsibility. As emphasized by General Secretary, we must adhere to the unity of explicit and implicit education, explore the ideological and political education resources contained in other courses and teaching methods, and achieve all-round education for all staff throughout the process [1].

3.1.3 Constructivist learning theory

The constructivist learning theory posits that learning is the process by which learners actively construct knowledge meanings based on their original knowledge and experience, through interaction with the external environment. In the teaching of ideological and political courses related to curricula, teachers should guide students to actively construct legal knowledge and ideological and political elements into their own values and behavioral norms through methods such as case analysis and practical experience. For instance, by analyzing typical labor dispute cases, students can gradually form identifications with values such as fairness, justice, and labor dignity in the process of solving actual problems. This is particularly beneficial for students majoring in human resource management, as it enables them to better transform theoretical knowledge into the ability to solve practical problems and professional competencies.

3.2 The Construction of the Four-in-One Course Ideological and Political Education Teaching Model

Based on the theoretical foundations mentioned above, combined with the characteristics of labor and social security law disciplines and the training needs of human resource management majors, this study constructs a four-in-one ideological and political course teaching model of "legal theory infiltration—case immersion—

practical insight—value sublimation" (see Table 1). This model uses professional knowledge as the medium and ideological and political elements as the soul, achieving the coordinated development of knowledge dissemination, capability cultivation, and value guidance through the organic connection of the four links. The innovative aspects of the model are:

(1) Systematicity: From the legal, case, practice to the value level, progressively forming a complete ideological and political education teaching chain, ensuring the coherence and depth of ideological and political education.

(2) Interactivity: Emphasizing student active participation and experience, enhancing teaching interaction through case analysis, practical activities, etc., to stimulate students' learning interest and ideological and political identification.

(3) Practical focus: Emphasizes the integration of theoretical teaching and practical application, allowing students to comprehend the ideological and political value in real-world scenarios, enhancing their ability to solve practical problems and their professional competence.

(4) Specialization: Closely integrating the professional characteristics of labor and social security law, and specifically optimizing for the training objectives of the human resource management major, to avoid the disconnection between ideological and political education and professional teaching.

Table 1. Core Elements of the Four-in-One Course Ideological and Political Education Teaching Model

Mode link	Core objectives	Implementation path
Legal Theory Infiltration	Uncovering the ideological value, establishing the intrinsic connection between jurisprudence and values.	Analyzing the rule, interpreting the values of fairness, justice, and concern for people's livelihood.
Case Immersion	Deepening Political and Moral Consciousness, and Cultivating Students' Legal Ethics and Social Responsibility	Select cases with social impact, guiding students to analyze from both legal and ethical perspectives.
Practical Insight	Strengthen ideological and	Organize practical activities,

	political experience in practice, and transform values into behavioral norms.	allowing students to experience the warmth of the law.
Value Sublimation	Guide students to form correct professional and personal values.	Through various forms, explore social responsibility and establish a professional ideal of serving the people's livelihood.

The main title (on the first page) should begin from the top edge of the page, centered, and in Times New Roman 16-point, boldface type. Capitalize the first letter of nouns, pronouns, verbs, adjectives, and adverbs; do not capitalize articles, coordinate conjunctions, or prepositions (unless the title begins with such a word). Please initially capitalize only the first word in other titles, including section titles and first, second-order headings (for example, "Titles and headings" — as in these guidelines). Leave two blank lines after the title.

4. The Concrete Practice of Teaching Reform

4.1 Optimization of Teaching Content and Excavation of Ideological and Political Elements

4.1.1 Systematically sorting through the list of ideological and political education elements in courses

Based on the course syllabus, a comprehensive review of the teaching content of "Labor and Social Security Law" is conducted, mining the ideological elements contained in each chapter, and forming a systematic list of ideological elements (see Table 2).

(1) In the chapter "Basic Principles of Labor Law," the focus is on excavating the people-centered development philosophy and social equity concepts reflected in the principle of "protecting the legitimate rights and interests of workers." Students majoring in human resource management are guided to understand that while pursuing profit, enterprises must also assume the social responsibility of protecting the legitimate rights and interests of workers.

(2) In the chapter on "Labor Contract System", combined with the principle of "honesty and

credit", explain the requirement of "integrity" in China's core values, as well as the ethical responsibilities in the process of labor contract formation and performance. By analyzing cases of dishonest labor contracts, students are made aware of their negative impact on corporate image and employee morale.

(3) In the "Social Insurance Law" section, by analyzing the transition of China's social insurance system from "unit-based security" to "social security", the superiority of China's system and the state's emphasis on people's livelihood issues are demonstrated. By

comparing the similarities and differences between Chinese and foreign social insurance systems, students are guided to think about the characteristics and advantages of our country's system.

(4) In the chapter of "Handling of Labor Disputes", students are guided to think about the value of fairness and justice in legal procedures and the social responsibility of human resource managers in safeguarding the rights and interests of workers through typical cases.

Table 2. List of Ideological and Political Education Elements in the Course of "Labor and Social Security Law" (Partial)

Teaching module	Ideological and political elements	Way of integration
An Overview of Labor Law	The concept of China's rule of law and the people-centered development idea	Analyzing the relationship between the legislative purpose and the concept of national governance.
Labour and Employment Act	Concept of equal employment, anti-discrimination awareness	Interpreting the legal and ethical issues, guiding students to establish correct views
Labor Contract Law	Integrity, Contractual Spirit, Awareness of Protecting Laborer's Rights and Interests	Analyzing the Ethical Responsibility, Emphasizing Compliance and Human Care
Social Insurance Law	Social Fairness and Justice, National Responsibility, and Care for People's Livelihood	Comparing the insurance systems, elucidates the superiority of China's system and guides students to understand it.
Labor Dispute Settlement	Procedural Justice, Belief in the Rule of Law, Social Responsibility	Developing Students' Professional Ethics and Capabilities through Case Studies

4.1.2 Update teaching cases in conjunction with social hot topics

"Focus on the hot social issues in the field of labor and social security, transforming them into teaching cases to enhance the timeliness and pertinence of ideological and political education."

(1) Regarding the rights and interests protection of workers in new employment forms (such as food delivery riders and ride-hailing drivers), organize students to discuss the legal definition of employment relationships on platforms. Guide them to think about how to improve the labor protection system in the digital economy era, cultivate their innovative thinking and social care. Cases of actual platform responsibility determination can be introduced for analysis.

(2) By combining the labor employment policies during the COVID-19 pandemic (such as wage payments during business shutdowns and work injury recognition standards), analyze the role of the legal system in addressing major public health events. This

reflects the country's protection of workers' rights and its people-centered governance philosophy.

(3) Using the role of China's social security system in poverty alleviation as a case study, this paper explains how systems such as social assistance and medical insurance contribute to poverty reduction, showcasing the livelihood protection functions of the social security system with the superiority of the social system.

(4) Introduce hot social issues such as the "996" work system and workplace sexual harassment, and explore them from both legal and ethical perspectives, in order to cultivate the ability of human resource management students to discern right and wrong and solve practical problems.

4.2 Innovation of Teaching Methods and Means

4.2.1 The ideological transformation of case teaching method

Traditional case teaching often focuses on the application and analysis of legal provisions. In

ideological and political course teaching, it is necessary to ideologically and politically transform case teaching, specifically including: (1) Case Selection: Priority should be given to cases with social influence that reflect the China's core values, such as "the First National Case of Work Injury Recognition for Ride-hailing Drivers" and "the Labor Compensation Dispute Case of Courier Delivery Persons". These cases not only involve legal application issues but also contain rich ideological and political elements. In addition, common labor dispute cases in human resource management practices, such as employee performance management disputes and salary and welfare disputes, can be selected for in-depth analysis.

(2) Analysis Dimensions: Guide students to analyze cases from four dimensions: "legal provisions—social effects—value orientation—human resource management strategies." For example, when analyzing a case of a company defaulting on migrant worker wages, not only should the determination of legal liability be discussed, but also how to protect the rights and interests of vulnerable groups through legal means, reflecting the humanistic care of the law. Furthermore, discussions should include how, as human resource managers, such issues can be prevented and how to properly handle them if they occur.

(3) Classroom Discussion: Set thought-provoking questions, such as "When there is a conflict between corporate interests and the rights of employees, how should human resource managers balance and make ethical decisions?" to inspire students to think deeply about issues of fairness, justice, and social responsibility [10].

4.2.2 The design of ideological and political experience in practical teaching

Strengthen the ideological and political function design of the practical teaching link, and enable students to comprehend the ideological and political value in practice through the following methods:

(1) Social survey: Organize students to carry out practical activities such as "Community Worker's Rights and Interests Protection Survey", "Migrant Workers' Social Insurance Participation Rate Survey", and "Enterprise Employment Risk and Compliance Management". Guide students to go deep into the grass-roots level of society to understand

the sufferings of people's livelihood and the actual operation of enterprises, and enhance the sense of responsibility and professional sensitivity in serving society.

(2) Legal aid/human resources consultation: cooperate with the local legal aid center, the human resources department of enterprises or relevant industry associations, organize students to provide legal consultation services for workers or participate in the mediation of labor disputes within enterprises, and cultivate their professional ethics and dedication in the process of helping vulnerable groups to protect their rights or solve practical management problems [11].

(3) Simulated Arbitration/Litigation: Design real labor dispute cases and have students play the roles of arbitrators, employees, company representatives, human resource managers, etc., to experience the fairness and justice of legal procedures in simulated court hearings or mediated settlements, and to understand the responsibilities of legal practitioners and human resource managers.

(4) Corporate Training and Case Analysis: By deeply integrating with partner companies, students are allowed to participate in real corporate human resource management projects, such as salary and benefits design, performance appraisal system establishment, employee relations management, etc. During this process, students are guided to think about the intersection of legal regulations and corporate practice, as well as how to reflect humanistic care.

4.2.3 The integration of ideological and political elements in blended teaching

Utilizing online teaching platforms to construct an "online and offline" blended teaching model, expanding the space and time of ideological and political education:

(1) Online Resources: Upload political education resources related to Labor and Social Security Law on the course platform, such as documentaries on the development history of China's social security, interview videos about the advanced deeds of labor models, and lectures by well-known human resource experts on corporate social responsibility, to guide students in autonomous learning.

(2) Online Discussions: Set topics such as "The Relationship Between Law and Morality in Corporate Management" and "The Fairness of the Social Security System and Its Impact on

Enterprises" for discussion, encouraging students to express their opinions in conjunction with professional knowledge and social reality. Teachers should timely guide the direction of values.

(3) Online Practice: Utilizing virtual simulation technology to construct a "Labor Dispute Mediation Virtual Laboratory" or an "Enterprise Human Resource Management Decision Simulation System," allowing students to experience the mediation process or make human resource management decisions in a virtual scenario, while integrating elements of professional ethics assessment [12].

4.3 Reconstruction of Teaching Evaluation System

To comprehensively evaluate the effectiveness of ideological and political course teaching, a three-dimensional teaching evaluation system of "knowledge-ability-value" is constructed, and optimized in accordance with the characteristics of human resource management major.

(1) Knowledge dimension: retain the traditional theoretical examinations, and add assessments of the understanding of the ideological and political values behind legal systems, such as "Briefly describe the embodiment of the principle of protecting the legitimate rights and interests of workers in the labor law of our country in corporate human resource management."

(2) Competency Dimension: Through case study analysis reports, practical research reports, simulated exercise reports, and other forms, the ability of students to apply legal knowledge to solve practical human resource management problems is evaluated, as well as the social responsibility and ethical judgment demonstrated in the problem-solving process. For example, students are required to write a "Compliance and Human Care Analysis Report for Enterprise Rules and Regulations".

(3) Value Dimension: Design a "Course Ideological and Political Learning Portfolio" to record students' qualities such as the belief in the rule of law, professional ethics, and social concern exhibited during classroom discussions and practical activities. This is done using a combination of self-evaluation, peer evaluation, and teacher assessment. For instance, in practical activities, an ideological and political performance rating form is

introduced, which is jointly evaluated by the accompanying teacher and the enterprise mentor.

(4) In course assessment, the grading criteria for the "Case Analysis Report" are adjusted to: accuracy of legal application (30%), analysis of social effects (20%), guidance of values (20%), suggestions for human resource management strategies (20%), and standardization of report writing (10%), emphasizing the weight of ideological and political objectives and professional application capabilities in assessment.

5. The Effectiveness, Reflection, and Prospects of Ideological and Political Education Reform in Courses

5.1 Effect of Reform

5.1.1 The dual enhancement of students' professional competence and ideological awareness

Through the educational practice of students majoring in Human Resource Management from a certain university from 2021 to 2023, significant effectiveness has been demonstrated after the curriculum reform. Questionnaire surveys indicate that 95% of students believe that "through the course learning, they have gained a deeper understanding of the essence of China's labor and social security legal system and its guiding significance for enterprise management"; 90% of students express that "when analyzing labor and personnel issues, they would consciously consider their social impact and value orientation, and attempt to propose solutions that comply with ethical and legal norms". In the practical aspects, students' enthusiasm for participating in corporate human resource consulting and social surveys has significantly increased.

5.1.2 The capability of teachers in ideological and political course teaching has been significantly enhanced

Through participating in the practice of ideological and political course teaching reform, teachers' awareness and ability of ideological and political course teaching have been significantly improved. The teacher team has developed a total of 45 ideological and political course cases; in terms of teaching research, they have published 3 papers related to ideological and political courses, initiated 2

school-level ideological and political course teaching reform projects, and 1 provincial-level teaching reform project. Teachers can more naturally integrate ideological and political elements with professional knowledge in teaching. For example, when explaining the "minimum wage standard", they not only analyze its legal provisions but also guide students to think about "as human resource managers, how to promote social equity and reflect the essential requirements for common prosperity through the design of a reasonable compensation system while complying with the law".

5.1.3 Formulating a replicable model for ideological and political education in courses

The four-in-one teaching model has demonstrated strong applicability and operability in practice. It has been preliminarily promoted and applied in other courses of the school's management major (such as "Organizational Behavior" and "Performance Management"), receiving positive feedback. Furthermore, by participating in national seminars on ideological and political education in related academic disciplines, this model has been recognized by peer experts, providing a valuable reference for similar institutions to carry out ideological and political education reforms in legal courses for non-law major students.

5.2 Existing Problems and Reflections

5.2.1 The integration of ideological and political elements with professional knowledge needs to be strengthened

In some teaching segments, there still exists a phenomenon where ideological and political elements are separated from professional knowledge, such as when explaining legal provisions, the integration of ideological and political education seems forced and does not fully reveal the value foundation of the legal system. In the future, it is necessary to further deepen the understanding of the ideological and political connotations of the discipline, excavate ideological and political elements from the origins of legal concepts, principles, and systems, and deeply integrate them with the specific scenarios of human resource management.

5.2.2 The long-term mechanism for practical teaching has not been fully established

Practice teaching is constrained by factors such

as venue, resources, and time, making it difficult to conduct on a regular basis. For instance, student internships or consulting projects with enterprises are often concentrated during the winter and summer breaks, with limited practical opportunities during regular teaching periods. There is a need to strengthen cooperation with off-campus practice bases, establish a stable platform for practical teaching, and explore a virtual practice model that combines both online and offline elements.

5.2.3 The scientific and operational aspects of the evaluation system need further optimization

The evaluation of the value dimension still lacks objective quantitative standards and mainly relies on teachers' subjective judgments, which may affect the accuracy of the evaluation results. In the future, it is necessary to explore more scientific methods for evaluating ideological and political literacy, such as introducing behavioral observation scales, growth portfolios, peer evaluations, and other diversified tools, and refining indicators in conjunction with the core capabilities of human resource management professionals.

5.3 Future Outlook

5.3.1 Deepening the research on ideological and political education in courses

Incorporating the cutting-edge developments in labor and social security law, such as labor protection in the digital economy, the impact of artificial intelligence on employment, and the challenges of an aging population to the social security system, this course further explores new ideological and political elements to enrich teaching content. By strengthening collaboration with the College of Ideology and Politics and the School of Business and Management (Human Resource Management Teaching and Research Office), interdisciplinary research is conducted to enhance the theoretical depth and practical guidance of the course's ideological and political education.

5.3.2 Advancing the integration of smart education and curriculum-based ideological and political education

Utilizing technologies such as big data, artificial intelligence, and virtual reality, a "Labor and Social Security Law Course Ideological and Political Education Intelligent Teaching Platform" is developed to achieve intelligent push of ideological and political

resources, dynamic tracking of student learning behaviors, and precise evaluation of ideological and political literacy. For instance, by analyzing the text content of students' online discussions through AI, the formation of their ideological and political views can be evaluated.

5.3.3 Building a community of cooperative education

Strengthen in-depth cooperation with government departments (such as the Human Resources and Social Security Bureau), judicial organs (such as the Labor Arbitration Committee), enterprises (especially the human resources department), and industry associations. Establish a "University-Practical Department-Enterprise" tripartite collaborative education mechanism. For example, invite labor arbitrators, corporate human resources directors, and social security policymakers into the classroom to share practical ideological and political cases and management experiences. Organize students to participate in community labor dispute mediation and internal employee relationship management projects within enterprises, cultivating the belief in the rule of law, professional ethics, and social responsibility in real scenarios [13].

6. Conclusion

The ideological and political reform of the "Labor and Social Security Law" course is an important measure to implement the fundamental task of moral education, cultivate talents with both moral and legal knowledge, and possess a high sense of social responsibility and professional competence in human resource management. This study, through constructing a four-in-one teaching model of "legal theory infiltration—case immersion—practical insight—value sublimation", systematically excavates the ideological and political elements in the course, innovates teaching methods and evaluation systems, and realizes the organic integration of professional education and ideological and political education. Practice has shown that this reform can effectively enhance students' professional capabilities and ideological and political awareness, providing an operable practical path for the ideological and political teaching of legal courses, especially those aimed at non-legal majors (such as human resource management majors).

In the future, the reform of ideological and political course teaching needs to further deepen its connotation, innovate methods, and improve mechanisms. It should continuously explore the value kernel of the legal system, enhance the ideological and political experience of practical teaching, and build a scientific evaluation system. This aims to push the ideological and political teaching of labor and social security law to a higher level and contribute to the cultivation of new era composite talents with firm ideal beliefs, solid professional competence, and a strong sense of social responsibility.

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