

The Logical Structure and Cultivation Path of Teachers' Political Literacy from the Perspective of Educator Spirit

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Abstract: The spirit of educators places particular emphasis on the requirements and regulations for teachers' political literacy. Teachers' political literacy is not only essential for teachers' participation in political activities but also the foundation of their professional life. The political and educational attributes of teachers' political literacy determine its structure and content, forming a structural model consisting of teachers' political knowledge, political emotions, and political participation capabilities. Cultivating teachers' political literacy needs to adhere to the new social development reality, social and political systems, and development ideas. It requires re-recognizing the teacher's role, re-optimizing teacher organizations, and re-excavating practical experience, forming a synergy to promote teachers to steadily advance on the professional growth path of fostering virtue through education.

Keywords: Educator Spirit; Teachers' Ideals and Beliefs; Teachers' Political Literacy

1. Introduction

The spirit of educators is the theme of teacher team building in the new historical period. It contains special connotations and political content related to the country, nation, system, and culture [1]. Teachers' political literacy is an indispensable part of promoting the spirit of educators. Against the background of advocating the spirit of educators, it is necessary to re-examine the structure and content of teachers' political literacy to provide guidance for building a high-quality teacher team.

2. Connotation and Logical Structure of Teachers' Political Literacy

"Teachers' political literacy" is a concept formed

by the mutual influence, penetration, and organic integration of "teachers" and "political literacy". To examine teachers' political literacy, it is necessary to integrate the professional attributes of "teachers" and view the connotation and logical structure of teachers' political literacy as an overall concept with dual educational and political attributes. Throughout history and across the world, the direction and standards of talent cultivation by teachers have strong political attributes. Coupled with the unique educational attributes of teachers' professional activities, "teachers" and "political literacy" have a natural coupling. The combination of political literacy and teachers' professional literacy enriches the content and system of teachers' professional literacy, ensures the intergenerational transmission and development of political literacy, and helps teachers fulfill their mission of cultivating new people of the times. In essence, teachers' political literacy is a professional quality consisting of professional knowledge, professional emotions, and professional capabilities that enable teachers to guide and foster the development of students' ideological awareness and improve their political participation abilities.



Figure 1. Structural Model of Teachers' Political Literacy

Teachers' political literacy reflects the dual educational and political attributes inherent in the teacher's identity, as teachers have dual roles as political individuals and professional personnel. The former refers to the conditional content of teachers' educational activities, while the latter is the ontological content. Starting from these two

attributes, three rays representing knowledge, emotion, and ability are derived respectively, and the intersection of these three pairs of rays constitutes the structural model of teachers' political literacy, as shown in Figure 1.

3. Dimension Analysis of Teachers' Political Literacy

3.1 Teachers' Political Knowledge: The Foundation of Educational Activities

Teachers' political knowledge provides cognitive guidance for teachers' educational practices. It consists of ontological knowledge and conditional knowledge: the former refers to political knowledge itself, and the latter refers to knowledge related to cultivating students' political literacy. Political knowledge is a systematic explanation and demonstration of a series of political phenomena such as the state, power, governance, and the authoritative distribution of resources [2]. Teachers need to master knowledge about China's social system, political system, modern and contemporary history of China, political participation procedures, and the political systems of major countries in the world. Specifically, teachers should focus on systematically grasping and deeply understanding China's social system and its specific requirements for individuals, the current situation and trends of new social development, and national educational policies and guidelines. Only in this way can they practically answer the fundamental question of "for whom to cultivate talents" and prevent political knowledge from becoming "fragmented content without ideological core".

Teachers also need to master knowledge on how to cultivate students' political literacy. On one hand, they should understand the laws governing the development of students' political literacy. Grasping these laws enables targeted content organization and activity design, which can efficiently foster students' political literacy and integrate fostering virtue through education into ideological and moral education, cultural knowledge education, and social practice education. On the other hand, teachers need to master teaching theories related to political literacy, including teaching methods matching students' cognitive levels, ideological and political elements in disciplines, knowledge of class management and team building, knowledge related to ideological security in the GenAI era, and knowledge of conducting political literacy

teaching through human-machine collaboration [3]. This allows teachers to targeted guide the development of students' political literacy in combination with specific disciplines.

3.2 Teachers' Political Emotion: The Motivation of Educational Activities

Emotion is an integral part of human spiritual life, characterized by specific subjective experiences and external expressions, and is an emotional reflection associated with people's specific needs [4]. Political emotion is the manifestation of human emotion in the field of political activities, specifically referring to subjective feelings and experiences towards political systems or activities, reflecting how people view "things external to themselves that are related to their well-being" [5]. In China, political emotion is embodied in political identity, ideological identity, theoretical identity, and emotional identity with the political context of the new stage of social development. Concretely, it manifests as value resonance with ideas such as the "Chinese Dream", "the community of the Chinese nation", and "the community with a shared future for mankind", and is implemented as practical identity of the "people-centered" thought in the field of education, such as attention to educational equity and emphasis on students' all-round development.

Teachers' political emotion is formed by the interaction and resonance between political emotion and professional emotion. This requires teachers to bear in mind the "major national issues" in education, uphold unwavering beliefs of perseverance and dedication to the country, and fulfill the historical mission entrusted by the times [6]. Teachers' political emotion needs to develop from fulfilling the basic responsibility of cultivating all-round developed individuals to the sense of mission of "cultivating new people of the times who can shoulder the responsibility of national rejuvenation", and upgrade from "completing basic educational tasks" to "proactively meeting the needs of national rejuvenation", so that emotional motivation and ideological requirements resonate in the same frequency.

3.3 Teachers' Political Participation Ability: The Behavioral Manifestation of Education

Teachers' professional practical ability refers to the effective achievement of educational and teaching practices, embodying various professional performances and actions of teachers

[7]. As a type of professional practical ability, teachers' political participation ability includes teachers' individual political participation ability and the ability to cultivate students' political literacy.

Teachers' individual political participation ability mainly includes the following aspects. Firstly, the ability to acquire and identify political information. Teachers should be able to distinguish whether information conforms to the direction of national educational development and core values, avoiding being misled by wrong ideological trends. Secondly, the practical ability to participate in political activities. Teachers need to participate in political activities in a reasonable and orderly manner in accordance with the requirements of the political system to complete political input. In addition, they should implement the decisions of democratic political activities into actions to achieve political output, such as implementing the fundamental task of fostering virtue through education in classroom teaching. Thirdly, the evaluation ability of political participation activities, including objective evaluation and reflection on their own participation, as well as evaluation of the political activities themselves, laying the foundation for improving and optimizing political participation. Teachers' political participation ability also includes the ability to cultivate students' political literacy. Firstly, the organizational ability to foster students' political literacy. Schools and classes are micro-organizations, which requires teachers to have the ability to establish harmonious and democratic micro-political organizations, enabling students to learn to participate in a democratic living and learning environment. Secondly, the ability to cultivate students' political knowledge and develop their political emotions. Teachers should fully tap ideological and political elements in teaching content and forms, shape students' values, and improve their ability to practice core values. Thirdly, the evaluation ability of political literacy development. Teachers should assess students' level of identification and their consciousness and motivation in practicing core values based on the requirements for individuals' political literacy in the new social and historical stage, and promote the improvement of students' political literacy cultivation through objective evaluation.

4. Cultivation Path of Teachers' Political Literacy

4.1 Clarify Role Orientation: Re-recognizing the Teacher's Role

China's expectations for teachers' roles have successively used concepts such as "engineers of the human soul", "guides for students' healthy growth", and "model teachers". All these roles emphasize that teachers are not only "imparters of knowledge" but also "shapers of students' ideology". This requires teachers to take the initiative to guide the development of students' political literacy in daily teaching. By anchoring the teacher's role orientation, we can cultivate the political commonalities of the teacher's role [8].

Firstly, fully understand the key role of teachers in guiding the development of students' political literacy. Since entering the new historical stage, China's expectations for teachers have included concepts such as "four-good teachers", "four guides", and "great teachers". These roles highlight the indispensable role of teachers in guiding students to enhance their "four consciousnesses", strengthen their "four confidences", and achieve "two upholdings". To fully understand the educational role of teachers, teachers need to learn national educational policies and guidelines, trends in educational reform and development, and deeply understand the mission of teachers in the new historical period and the professional literacy required to fulfill this role.

Secondly, stimulate teachers' motivation to develop political literacy through traditional teacher culture. The extensive and profound excellent traditional Chinese culture plays a particularly important role in the process of national rejuvenation: "the extensive and profound excellent traditional Chinese culture is the foundation for us to stand firm in the global cultural interplay". To draw nutrition from traditional teacher culture, we need to follow the requirements of "creative transformation and innovative development" of excellent traditional Chinese culture, upgrade the responsibility of traditional "model teachers" to "new-era model teachers who shape souls with ideology", and embody "imparting Dao" as "promoting and practicing core values to help realize the Chinese dream of national rejuvenation". We should clarify the dialectical relationship between teachers' development, imparting Dao, and teaching knowledge [9], so that traditional teacher culture can radiate contemporary value.

Thirdly, improve the role set of teachers as

professionals. Theoretically, we should improve the role set of teachers as professionals, conduct in-depth research on the content and structure of professional literacy required for different roles, demonstrate the important role of teachers' political literacy in teachers' professional literacy, clarify the requirements of the concept of shaping souls and cultivating people for all teachers, and provide correct guidance for practice.

4.2 Improve the Support System: Re-optimizing Teacher Organizations

Firstly, refine standards related to teachers' political literacy. Professional standards are guidelines and follow for teacher training, recruitment, and continuing education. Currently, requirements for teachers' political literacy are integrated into teachers' morality standards, focusing only on individual teachers' political literacy in content, with shortcomings such as abstraction and lack of operability. This has led some teachers to form the wrong idea of "no mistakes mean qualified"[10]. Therefore, it is necessary to improve relevant content requirements and refine operational standards in terms of teachers' professional standards, teachers' morality standards, teacher education curriculum standards, and teacher evaluation standards, so that the construction of teachers' political literacy has institutional basis and standards to follow.

Secondly, strengthen the functions of teacher training institutions. Teacher training institutions, including teacher education institutions and primary and secondary schools, cover venues for teacher training, further education, and work, and are important fields for guiding teachers' professional growth. To promote the optimization and upgrading of teacher training institutions in cultivating teachers' political literacy, on one hand, we should improve the curriculum system, attaching importance to teacher education courses in pre-service teacher training and the practice of teachers' political literacy in educational internships. On the other hand, we should give play to the supporting role of practice in teachers' political literacy. For example, give play to the role of teaching and research groups through forms such as "theme + teaching research" and "ideological learning + classroom practice", making teaching and research groups "positions for ideological dissemination and practice" and avoiding perfunctory ideological learning.

4.3 Guide Practical Direction: Re-excavating

Practical Experience

Firstly, create a sound political ecological environment. Schools are the practical foundation for implementing China's political system and important positions for practicing whole-process people's democracy. Building a sound political ecology in schools requires enabling teachers to perceive the educational value of ideology in practice; in the practice of "whole-process people's democracy", guide teachers to discuss "how to optimize education and teaching with ideology", combine political participation with professional development, and consolidate the practical foundation of teachers' political literacy. Secondly, give play to the role of activities in cultivating teachers. Schools should establish a complete system to promote the development of teachers' political literacy, set up teacher exchange systems to facilitate the sharing and discussion of educational experience, give play to the positive driving role of peers, invite experts to give lectures in schools to consolidate the theoretical foundation of teachers' political literacy, and invite staff from governments, courts, and other social organizations to share relevant cases to enhance teachers' awareness of concern for political practice.

Thirdly, promote teachers' reflection. Firstly, expand teachers' reading. Teachers' reading should focus on "how to integrate ideology into subject teaching" and "how to use ideology to solve educational problems". Secondly, summarize practical experience. Teachers should review and sort out their experience in participating in political activities and guiding the development of students' political literacy, enabling them to summarize growth laws from their own practical experience and promoting the connotative development of teachers' political literacy.

5. Conclusion

Facing new challenges, teachers' tasks have become more arduous, which highlights the important role of the spirit of educators in teacher team building. Promoting the spirit of educators requires enriching teachers' spiritual world from a spiritual height and strengthening teachers' political literacy from basic content. In this way, we can find the focal points of resonance between teachers and the times in terms of spirit and emotion, providing solid ideological and talent support for the construction of an educational power.

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