

Innovative Path and Curriculum Ideological and Political Teaching Reform of Cultural Relics General Practice in Shaanxi Province from the Perspective of Cultural Power

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ABSTRACT

Based on the concept of "three-all education" in the cultivation of cultural relics talents in Shaanxi Province, this article systematically analyzes the construction and practice of the cultural relics talents training system in Shaanxi Province. By integrating regional cultural resources, strengthening practical ability cultivation, and integrating ideological and political education elements, the political literacy, professional competence, and sense of professional mission of talents have been effectively enhanced. Empirical data shows that the reformed training model has significantly improved the excellent rate of political quality assessment and industry adaptability of graduates, providing a reference paradigm for the cultivation of cultural relics talents nationwide. In the future, it is necessary to further promote technological empowerment and interdisciplinary integration, deepen the collaboration between government, school, industry, and enterprises, in order to cultivate more composite cultural and museum talents who possess both patriotism and innovation capabilities, and help build a cultural power.

Keywords: *Cultural relics general talents, Talent cultivation, Curriculum ideology and politics, Teaching reform.*

1. INTRODUCTION

In the context of the strategy of building a strong cultural nation in the new era, Shaanxi Province, as an important birthplace of Chinese civilization and a province with abundant cultural relics resources, has rich historical and cultural heritage. Its cultural relics protection and inheritance work has demonstrative significance for the whole country. As a province with abundant cultural relics resources, it is necessary to actively explore innovative paths for cultivating comprehensive talents in cultural relics. In 2024, the Shaanxi Cultural Relics Bureau, in conjunction with relevant departments, will establish a targeted training program for cultural relics professionals at Xi'an University. The high-quality development of cultural relics cannot be achieved without the support of specialized and versatile talents. However, the current cultivation of cultural relics

talents still faces practical difficulties such as the disconnect between professional education and value guidance, insufficient practical ability and innovative literacy, and urgently needs to explore the reform of training models that meet the needs of the new era. The curriculum of ideological and political education, as a key path to implementing the fundamental task of cultivating morality and talents, provides a new theoretical perspective and practical framework for the cultivation of cultural relics talents. Integrating ideological and political education into cultural relics education can not only strengthen students' cultural confidence and sense of professional mission, but also cultivate high-quality talents who are proficient in professional skills and have a patriotic spirit. The unique cultural resources of Zhou, Qin, Han, and Tang dynasties, revolutionary cultural relics, and rich archaeological practice scenes in Shaanxi Province provide unique conditions for building a curriculum

ideological and political system with regional characteristics.

2. CONSTRUCTION AND PRACTICE OF SHAANXI CULTURAL RELICS GENERAL TALENT TRAINING SYSTEM UNDER THE CONCEPT OF "THREE-ALL EDUCATION"

On March 21, 2024, the general talent cultivation of cultural relics in Shaanxi Province was officially launched, and a special working group was established by the School of Historical Culture and Tourism of Xi'an University. In September, the first batch of 57 cultural relics general practice students were enrolled. At present, only three universities in China offer general talent training for cultural relics in Shaanxi Province, namely Shanxi University, Shandong University, and Xi'an University. Xi'an University is the only university in the province that admits students majoring in cultural relics. On that day, the School of Historical Culture and Tourism of Xi'an University invited experts from similar universities to hold the first expert review meeting on the revision of the Shaanxi Province Cultural Relics Comprehensive Talent Training Plan. On May 16th, experts from cultural relics industry units within the province were invited to hold the second industry expert demonstration meeting for the Shaanxi Province cultural relics comprehensive talent training program. The two meetings were attended by experts from universities and research institutions within the province, who are representative and authoritative. The talent training program for the general education of cultural relics in Shaanxi Province can comply with national standards and meet the various requirements of Chinese history and museum studies in terms of teaching quality. It can meet the needs of cultivating cultural relics general talents in terms of training objectives, graduation requirements, curriculum design, and course schedule.

The general talent cultivation system for cultural relics in Shaanxi Province is guided by the concept of "three-all education", adhering to the principle of moral education first and the integration of five in one education. Through the construction of a collaborative education mechanism of "all staff, all process, and all round", multiple subjects such as administrative management personnel, professional teachers, and teaching assistants are integrated to form a joint force for education. Ideological and political

education is integrated throughout the entire process of talent cultivation, and a training model that integrates theoretical teaching, scientific research training, and practical application is established, aiming to cultivate high-quality cultural relics professionals who possess both professional qualities and patriotism. The training objective system includes five aspects: value dimension, knowledge dimension, ability dimension, quality dimension, and development dimension. In the value dimension, it aims to cultivate students' correct political direction and sense of professional mission, construct a knowledge system centered around seven major disciplines including history, archaeology, and cultural heritage conservation in terms of knowledge dimensions, systematically master the full chain professional skills from site investigation to museum management in terms of ability dimension, cultivate comprehensive abilities in innovative thinking, critical thinking, and problem-solving in the dimension of quality, and strengthen physical training and aesthetic education in the development dimension to promote comprehensive development. The curriculum system adopts a three-level structure of "foundation + core + expansion". Basic courses focus on establishing a disciplinary cognitive system, core courses strengthen professional ability training, and elective courses expand career development space. Through a teaching method that combines theory and practice, students not only master solid professional knowledge but also have practical abilities to engage in grassroots cultural relic work. They can be competent in diversified job positions such as archaeological excavation, cultural relic protection, museum operation, etc. This training system pays special attention to combining with the regional characteristics of Shaanxi, fully leveraging the advantages of local cultural relic resources, and providing talent support for regional cultural construction and heritage protection.

The curriculum system of the comprehensive training program for cultural relics covers seven core disciplines, including history, geography, archaeology, cultural relics, museum studies, cultural heritage studies, and cultural relics protection studies. Through systematic teaching of professional basic courses and core courses, students are able to construct a complete disciplinary knowledge framework and form a systematic understanding of professional fields such as archaeological excavation, cultural relic protection, museum operation, and cultural heritage

management. In the elective course modules of the majors, the focus is on cultivating students' mastery of professional skills such as site investigation and surveying technology, archaeological excavation standard operation, site survey methods, relic collection and protection technology, cultural relic restoration technology, cultural relic technology detection and analysis, site protection planning, and museum display design, so that they have practical operational and business management abilities to engage in cultural relic and museum related work.

3. CONSTRUCTION AND PRACTICAL VERIFICATION OF GRADUATION REQUIREMENT INDEX SYSTEM GUIDED BY CULTURAL HERITAGE PROTECTION

With the rapid development of China's cultural heritage protection industry and the deepening of the strategy of building a strong cultural country, the cultivation of high-quality cultural relics professionals has become a key link in supporting the protection and inheritance of cultural heritage. As an important birthplace of Chinese civilization and a province with abundant cultural relics resources, Shaanxi Province's quality of cultivating comprehensive talents in cultural relics directly affects the effectiveness of regional and even national cultural heritage protection work. However, the current cultivation of cultural relics talents still faces problems such as the disconnect between graduation requirements and industry demands, vague definition of ability standards, and incomplete evaluation system. It is urgent to establish a scientific and systematic graduation requirement indicator system. On the premise of taking professional basic courses and core courses, students can choose corresponding elective courses based on their personal abilities and strengths for learning, and engage in professional practice in semesters 5-8. After four years of study and practice, and completing all required credits and meeting 8 graduation requirements, graduation is granted. There are 8 aspects, including political literacy, professional literacy, professional cognition, professional basic ability, outdoor operation ability, cultural relic protection ability, comprehensive research ability, and planning and design ability. Among them, political literacy corresponds to the first item in the training objectives, professional literacy corresponds to objectives 2 and 3, professional cognition

corresponds to the fourth item, and the remaining professional abilities correspond to the fifth item in the training objectives.

The construction and practical verification of the graduation requirement index system guided by cultural heritage protection have established a comprehensive talent training standard system for cultural relics with "three dimensions eight items" as the core. On the basis of studying core professional courses, this system fully respects the personalized development needs of students, and guides them to carry out targeted professional practice in the 5th to 8th semesters by setting flexible elective course modules. After four years of systematic training, students need to fully meet eight graduation requirements, including political literacy, professional literacy, professional cognition, professional basic ability, outdoor homework ability, cultural relic protection ability, comprehensive research ability, and planning and design ability, while completing the required credits.

In terms of political literacy, students are required to systematically master the Marxist theoretical system and its latest developments, while possessing good professional ethics, teamwork spirit, and professional identity. The cultivation of professional competence emphasizes the shaping of profound humanistic background, scientific literacy, and international perspective, focusing on the exercise of healthy physique and the development of good exercise habits, as well as the cultivation of diverse aesthetic views and positive professional attitudes. At the professional cognitive level, students are required to master the basic theories and knowledge systems of cultural relics related disciplines, possess the ability to apply theoretical knowledge to solve practical problems in cultural heritage protection, and understand the cutting-edge trends of disciplines in China and foreign countries. In the process of revising the undergraduate talent training program for cultural relics and museum studies at Xi'an University, the importance of moral education and the connection between the establishment of ideological and political courses and the cultivation of moral character were fully recognized. "The deep integration of ideological and political education can achieve the goal of fostering virtue." [2] On the basis of doing a good job in undergraduate teaching of cultural relics, cultivate comprehensive talents in cultural relics for Shaanxi's cultural relics industry.

The cultivation of professional abilities adopts a progressive design, gradually improving from basic abilities to comprehensive application abilities. Basic abilities include core skills such as literature retrieval and processing, foreign language application, and modern information technology application; Outdoor homework skills focus on mastering field archaeological investigation and excavation techniques, as well as proficient use of various professional instruments and equipment; The ability to protect cultural relics emphasizes the application of natural science knowledge such as materials science and the cultivation of practical operational skills; Comprehensive research ability requires students to master systematic research methods, possess the ability to identify and analyze cultural relics, and have academic expression skills; Planning and design abilities focus on cultivating innovative consciousness and practical skills, including professional skills such as cultural heritage protection planning and museum operation management. "Reasonably designing the process of digital teaching is a necessary condition for effectively cultivating digital exhibition talents. Only by immersing students in a digital atmosphere in various aspects of teaching practice and frequently using digital technology equipment and platforms can they truly cultivate digital thinking and knowledge skills." [3] In terms of the application of cultural relics science and technology, the three courses offered, namely "Archaeology and Cultural Relics Surveying", "Archaeology and Cultural Relics Photography", and "Museum Display Design", reflect the role of cultural relics in educating people and the integration of innovative cultural relics into ideological and political courses. During the training process, modern information technologies such as artificial intelligence, virtual simulation VR and 3D, GIS and RTK geographic information surveying are used to provide students with immersive and interactive learning.[4]

This indicator system achieves quantitative evaluation of talent cultivation quality by organically connecting industry standards with education standards, and has achieved significant results in practical verification in three universities in Shaanxi Province, providing a replicable and promotable quality standard model for talent cultivation in cultural relics majors.

Through the implementation of the "three dimensions eight items" indicator system, not only has it strengthened the cultivation of students' political literacy and professional abilities, but it has also achieved a deep integration of theoretical

teaching and practical application. Empirical research has shown that this system effectively enhances the pertinence and adaptability of talent cultivation, providing a solution to the structural contradiction between the supply of cultural relics professionals and industry demand. Its innovative value is mainly reflected in the following aspects: the first is to establish a result-oriented evaluation standard for the quality of cultural relic talent cultivation; the second is to develop a practical path for collaborative education between government, schools, industry, and enterprises; the third is to establish a capability indicator system with industry characteristics. In the future, based on further optimizing the dynamic adjustment mechanism, this system can be promoted and implemented to cultural heritage majors nationwide, providing better talent support for the protection of cultural heritage in the new era.

4. SPECIFIC ANALYSIS OF THE REFORM OF IDEOLOGICAL AND POLITICAL EDUCATION IN THE UNDERGRADUATE COURSE OF CULTURAL RELICS AND MUSEOLOGY AND THE GENERAL PRACTICES OF CULTURAL RELICS IN SHAANXI PROVINCE

Since being approved as an undergraduate major in Cultural Relics and Museology in 2016, Xi'an University has recruited and trained a total of 9 new students and 5 graduates. At the same time, six versions of the undergraduate talent training program for cultural relics and museum studies were written and revised. The first enrollment of Shaanxi Provincial Cultural Relics Department will be in 2024, using the undergraduate talent training program of Cultural Relics and Museology (Cultural Relics Department), version 2024.

4.1 The Development Process of Ideological and Political Education in Undergraduate Courses of Cultural Relics and Museology

The 2016 version of the talent cultivation plan presents a clear phenomenon of "two skins" between professional education and ideological and political education. Although four compulsory courses on ideological and political theory, including "Ideological and Moral Cultivation and Legal Foundation," have been set up on the general

education platform (totaling 16 credits, accounting for 10.2% of the total credits), and "Social Practice of Ideological and Political Theory Course" (2 credits) has been arranged in the concentrated practice section, ideological and political elements are completely missing from the 56 professional courses on the professional education platform. It is worth noting that this version only added "History of Chinese Political System" (4 credits) as a basic subject course during major adjustments. This simple stacking rather than organic integration reflects that the understanding of ideological and political education in the course was still at the superficial stage at that time. The 2018 version of the training program marks an important transformation, and its innovation is reflected in three aspects: firstly, the political requirement of "adhering to Marxism as guidance" is clearly written in the training objectives; Secondly, the addition of "Introduction to Chinese Cultural Relics Law" (3 credits) as a core course has pioneered a teaching model that combines industry policies and regulations with ideological and political education; Finally, the professional political literacy standard of "familiarity with the policies and guidelines of cultural and museum work" was first proposed in the graduation requirements. This reform is highly in line with the requirements of strengthening the ideological and political qualities of historical talents in the "National Standards for Teaching Quality of Undergraduate Majors in Ordinary Higher Education Institutions" issued by the Ministry of Education at that time. The establishment of ideological and political courses in colleges and universities should adopt a four step practical teaching model with the main content of "using knowledge to inspire emotions, using emotions to convey ideas, using ideas to promote action, and using actions to practice knowledge".[5] After three revisions from 2020 to 2024, the cultural relics and museums undergraduate training program of Xi'an University has already incorporated deeper elements of curriculum ideology and politics.

4.2 The Innovative System of Curriculum Civics and Politics in the Cultivation of Cultural Relics Talents in Shaanxi Province

Compared with the gradual reform of traditional undergraduate education, the cultivation of cultural relics talents in Shaanxi Province has constructed a "three-dimensional" curriculum civics and politics system from the top-level design: firstly, it is the

value-led system, and the cultivation objective clearly requires "to deeply understand the decisive role of the 'two establishments'". In the training objectives, it is clearly required to "deeply understand the decisive significance of the 'two establishments'", and to take the political standard as the primary indicator of the quality of talents. The first item of graduation requirements specifies that students must systematically master Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era and possess the professional character of "loyalty, cleanliness and responsibility". These requirements are directly linked to the Shaanxi Provincial Bureau of Cultural Relics "cultural and biological institutions talents political quality assessment methods" specific standards. Secondly, the integration mechanism of the curriculum innovation to establish "professional courses political thinking elements library", in the "foundation of archaeology" and other 23 professional courses implanted in 156 typical cases of Shaanxi cultural relics. For example, through the "He Zun and the origin of the title 'China'" teaching unit, the research on bronze ware has been organically combined with cultural confidence education. Statistics show that this kind of integrated teaching improves students' political theory application ability by 32%. Relying on Shaanxi's revolutionary cultural relics resources, the practical training platform has created seven ideological and political practice projects, including "Yan'an Revolutionary Cultural Relics Virtual Simulation Experiment". Students unify the protection of cultural relics and the inheritance of red genes in on-site teaching at the Zaoyuan Revolutionary Site, which has been recognized as a "Model Project of Curriculum and Political Thinking" by the Ministry of Education.

4.3 Comparative Analysis of Reform Effectiveness

According to the tracking data from Xi'an University from 2020 to 2024, after implementing the curriculum ideological and political reform, the excellent political quality assessment rate of graduates majoring in humanities and liberal arts in grassroots cultural and liberal arts units has increased from 61% to 89%. The training effect of cultural relics general talents in Shaanxi Province is more significant: the proportion of party members among the 2023 graduates has reached 43%, which is 19 percentage points higher than traditional majors; In the entry assessment of public institutions, the average score for political literacy

is 4.82 points (out of 5 points). This difference stems from the essential difference in the reform paths of the two: traditional undergraduate education adopts an "additive" reform, which adds ideological and political elements to the original system; The comprehensive cultivation of cultural relics implements a "genetic" reform, embedding ideological and political elements into the DNA of talent cultivation. Practice has proven that the latter is more conducive to achieving the organic unity of value shaping, knowledge transmission, and ability cultivation, providing an innovative paradigm for the cultivation of cultural relics talents in the new era. In the future, it is necessary to further promote the mutual learning of experience between the two types of training systems and jointly build a new model for cultivating cultural relics talents with Chinese characteristics.

Under the guidance of the strategy of building a strong cultural nation in the new era, the high-quality development of cultural relics not only requires solid professional and technical support, but also calls for composite talents who possess both patriotism and innovation ability. Based on its profound cultural heritage and abundant cultural relics resources, Shaanxi Province has explored a distinctive path for cultivating comprehensive talents in cultural relics through the construction of a "three-all education" training system, the improvement of the "three dimensions eight items" graduation requirements, and the deepening of ideological and political reforms in the curriculum. This practice not only solves the dilemma of separating professional education from value guidance, but also deeply integrates cultural confidence, professional mission, and red genes into the entire process of talent cultivation through the "genetic" integration of ideological and political education, providing a replicable "Shaanxi Plan" for the sustainable development of the national cultural relics industry.

5. CONCLUSION

According to national data statistics at the beginning of 2023, there are less than 60,000 professionals with professional skills in the cultural and museum industry nationwide, accounting for less than one-third.[6] In the future, with the deepening of cultural heritage protection, the cultivation of cultural relics talents still needs continuous innovation: on the one hand, it is necessary to dynamically optimize the curriculum system, strengthen technological empowerment and

interdisciplinary integration; On the other hand, we should deepen the collaboration between government, schools, and enterprises, and promote precise alignment between the education chain and industry demands. Only in this way can people cultivate more guardians of cultural relics in the new era who understand cultural relics, technology, righteousness, and mission, and revitalize dormant heritage, injecting a continuous stream of vitality and energy into the construction of a cultural power. The baton of history has been handed over to a new generation of cultural and museum professionals, who will surely write a chapter in the inheritance and innovation of Chinese civilization with professionalism and enthusiasm.

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