



The Path of "Two Combinations" Leading the High-quality Development of Ideological and Political Course-From the Perspective of Analyzing Social Trends

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SUMMARY: *The task of analyzing social trends faced by ideological and political courses in universities has shifted from a single perspective response to evidence identification, value judgment, and expression transformation in complex discourse fields. This article takes the "two combinations" as the methodological mainline, focusing on the classroom transformation relationship between the basic principles of Marxism, China's specific reality, and excellent traditional Chinese culture, and constructs a social trend analysis model of "direction anchoring, reality verification, cultural translation, and feedback generation". The study used 6 natural classes from an applied undergraduate university as observation samples, and compiled 236 pre - and post test paired questionnaires, 708 student task texts, 536 classroom questions, and 324 case analysis records. The teaching research corpus was formed by combining public policy texts, textbook units, and typical online discourse materials. The outcome indicated that the experiment group which utilized the "two combinations" coupling route had better performance than the traditional teaching group and the ordinary case discussion group on the aspects of accuracy for recognizing social tendencies, proof drawing, text conversion and value identification. The overall distinguishing score went up from 58.6 marks to 82.5 marks, therefore it has a rising of 23.9 marks. Research indicates that "two combinations" can put theoretical viewpoints, practical explanations and cultural resources into operable classroom methods, therefore promoting the relevance, explanation ability and education effect of ideological and political courses in the aspect of differentiating social trends. The merit of this approach lies in the transformation of abstract doctrines into annotatable text collections, performable assignments, and re-inspectable assessments, which enables teachers that they find the origins of students' puzzles in complicated internet discussions, and based on this, complete theoretical explanations, factual verification, and expression revisions.*

KEYWORDS: *Two combinations; Ideological and political theory courses; Analysis of social trends; Teaching model; Classroom evaluation*

1 Introduction

The task of analyzing social trends faced by ideological and political courses in universities has shifted from a single perspective response to evidence identification, value judgment, and expression transformation in complex discourse fields. This article takes the "two combinations" as the methodological mainline, focusing on the classroom transformation relationship between the basic principles of Marxism, China's specific reality, and excellent traditional Chinese culture, and constructs a social trend analysis model of "direction anchoring,

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reality verification, cultural translation, and feedback generation". The study used 6 natural classes from an applied undergraduate university as observation samples, and compiled 236 pre- and post test paired questionnaires, 708 student task texts, 536 classroom questions, and 324 case analysis records. The teaching research corpus was formed by combining public policy texts, textbook units, and typical online discourse materials. The results showed that the experimental group using the "two combinations" coupling path outperformed the traditional lecture group and the general case discussion group in terms of accuracy in identifying social trends, evidence extraction, discourse transformation, and value recognition. The comprehensive discrimination score increased from 58.6 points to 82.5 points, an increase of 23.9 points. Research suggests that "two combinations" can organize theoretical positions, practical explanations, and cultural resources into actionable classroom methods, thereby enhancing the pertinence, explanatory power, and educational effectiveness of ideological and political courses in distinguishing social trends. The advantage of this path lies in transforming abstract principles into annotatable corpora, executable tasks, and recheckable evaluations, enabling teachers to identify the sources of student confusion in complex network discourse, and based on this, complete theoretical explanations, factual verification, and expression revisions.

The "two combinations" make Marxism's basic principles combine together with China's concrete actual conditions and also with China's fine traditional culture. The English edition of "Qiushi" concludes this as "two fusions" and explains it to be the road and guarantee for opening and developing socialism with Chinese characteristics. Breslin's English research about this proposition says that the second combination of putting traditional culture into the present construction of Chinese Marxism therefore promotes the Chinese character of theoretical innovation. In the background of social ideology analysis, the worth of the "two in one" method consists in bringing theoretical dimensions, practical realities and cultural resources into the identical classroom assignment, therefore enabling teachers to answer students' factual judgments, value judgments and expression conversion problems which are formed in the information flow.

The nowadays teaching alteration has moved from one-direction speeches to case researches, practice-based teaching, intellectual classrooms, and the combination of ideological and political resources inside the curriculum. Case study researches about ideology and politics teaching inside courses demonstrate that after value objectives are embedded into concrete subject assignments, students' anticipations for class communication, actual life problems, and teachers' responses are more definite; Action research on second language writing instruction also points out that teachers have to continuously arrange value resources around textbook topics, study activities, and feedback systems. These researches give direct inspiration to this article: actual real cases ought not to be restricted to "offering examples" after they enter the ideological and political education class; After traditional culture resources enter into the classroom, they can not only be utilized as literary allusions and quoted statements. Teachers are required to put cases, theories, real-life matters, and cultural resources together into repeatable analysis tasks.

Under the angle view of international researching, misleading data, slanted information, and group status on social media have already become the core point of education studying. One systemized review makes clear that for educational interventions to really promote individual people's resisting ability to misleading information, they need to at the same time handle past knowledge, information features, thinking methods, and shift environments. Randomization experiment researches also have proven that the effect of common reminding methods is restricted, and the combining of individual feedback and particular distinguishing rules brings about steady promotion in information identifying capability[7, 8]. The study of psychological

inoculation, gamification parsing, fact verification training, and generative artificial intelligence literacy teaching provides precious method resources for the parsing of social tendency in ideology and politics classes [9-12]. The investigation of critical thinking within higher education furthermore puts forward that the judgment capacities of students require to be cultivated in particular assignments and assessed via observable texts, interactions and feedback procedures [13]. The inspiration which these studies give is very obvious: the analysis of social trends can not only depend on teachers' one-time explanations, but it needs to be organized into a classroom process that is driven by data and has tasks, evidence, and feedback.

In the college classrooms, it exists another easily neglected characteristic of social ideological analysis: students frequently first accept a certain narrative rhythm inside their daily information flow, and then bring this narrative into theoretical study; The completion of theoretical learning frequently takes place after the germination of attitude. The titles of short videos, the words rewritten in comment areas, the second explanations from blog writers, and the texts created by generation tools can squeeze complicated social problems into a small number of strong stimulus judgments. The questions that are put forward by students are of mixed kinds: there exist true puzzles, and there is also concept shifting; Our work possesses the sensibility toward the real life problems, and meanwhile it has the omission of the historical conditions. If the ideological and political courses only give final refutations, students can very easily regard classroom responses as outside suppression. The effective teaching carries the requirement that we firstly need to distinguish the origin, framework and discourse methods of questions, and then put theoretical replies into special assignments.

From the perspective of curriculum construction, the high-quality development of ideological and political courses can no longer be measured solely by the quantity of teaching resources and changes in classroom forms. High quality should also be reflected in whether students can use theoretical yardstick in new complex cases, whether they can incorporate practical facts into analysis, and whether they can use credible cultural resources to complete expression. The existing reforms have provided institutional conditions for this goal, but in specific classrooms, teachers still face three operational difficulties: fast updates of hot materials and high preparation costs; There are significant differences in students' viewpoints, and it is difficult to unify the evaluation criteria; Traditional cultural resources are abundant, but they are often fragmented into scattered materials. If a stable data organization and task structure cannot be established, the combination of the two can easily remain at the level of principle interpretation, making it difficult for students to become practical tools for analyzing social trends.

In the current related research works, there still exist three shortcomings. First of all, the data objects are comparatively dispersed, and there exists a lack of unified measurement standard among policy documents, textbook contents, internet discussions, and classroom feedbacks, hence it makes teachers have difficulty in judging whether students' puzzles come from conceptual wrong understandings, fact selections, or value premise deviations. Secondly, the method model does not have enough explanation on the classroom transformation of "two combinations", therefore it often puts emphasis on theoretical guidance instead of changing the basic tenets of Marxism, China's actual experience, and fine traditional Chinese culture into observable, trainable, evaluative distinguishing behaviors. Thirdly, the effectiveness evaluation pays more attention to student satisfaction and final scores, hence it lacks follow-up on process index items such as evidence taking out, text conversion, value recognition and transfer statement. The result brought by this is that the classroom surface makes response to hot topics, hence students still may go back to emotional judgment or single position judgment when they are in the new social ideological scene.

This article carries out the research on "the way to promote the teaching quality of

ideological and political courses in universities through combining 'two aspects' for analyzing social trends". Based on the original theory explanation, this article brings in teaching corpus arrangement and classroom assessment models, hence it attempts to turn "direction guidance, discourse guidance, confidence guidance" into data objects, task structures, result indicators in the classroom. The contribution of this article mainly is in three aspects: firstly, we construct a corpus frame for social ideology analysis which covers policy texts, textbook units, online speech, and classroom feedback; Secondly, we put forward a classroom discrimination model which takes principle anchoring, reality verification, and cultural translation as the center; Thirdly, through carrying out pre and post examinations, contrasting groups, module cutting experiment, and process follow-up, the effectiveness of the model is displayed by us, hence it provides a duplicable route design for the high-quality growth of ideological and political courses.

2 Data Organization and Analytical Framework for Social Trend Discrimination under the "Two Combinations"

2.1 Data sources, sample composition, and corpus processing

For the purpose of making the analysis of social trends not stay at the level of abstract propositions, this article gives the definition of the research object as "social trend discourse that can be received, recognized, responded to, and transformed by students inside the classroom". This research uses a method that combines public text data with classroom process data. Public texts include the Party's innovative theories, ideological and political curriculum reform policies, relevant units of unified teaching materials, educational documents on fine traditional Chinese culture, as well as typical network discourse materials related to historical nihilism, neoliberalism, abstract "universal values", consumerism, pan-entertainment, and network populism trends. The classroom process data are obtained from six natural classes in two semesters of the 2024-2025 academic year at one applied undergraduate university, including courses like "Ideology, Morality, and Rule of Law" and "Basic Principles of Marxism". Altogether 245 pre-test and post-test investigation papers were gotten, and after we eliminate missing replies, uniform replies, and samples that do not match, 236 effective matched samples are obtained; Carry out synchronization and organization work for 708 student task texts, 536 classroom questions, and 324 case analysis records. These data are only utilized for the purpose of anonymous teaching research, and they do not involve the personal identification work of students. The origins of the experimental samples and the handling approaches are exhibited in Table 1.

Table 1: Sample sources and processing methods

Data Category	Sample Size/Range	Main Purpose	Processing Method
Policy and Theory Texts	42 documents, speeches, and reform proposals	Define the normative boundaries of "two combinations" and ideological and political education construction	Deduplication, thematic archiving, keyword tagging
Textbooks and Course Units	8 relevant teaching units	Formulate classroom tasks and evaluation dimensions	Layered by concepts, cases, and value targets
Online Discourse Materials	312 effective discourse units	Restore the expression methods and dissemination strategies of social thoughts	Manual screening, semantic clustering, risk tagging
Classroom Process Data	236 questionnaires, 708 texts, 536 questions, 324 case records	Observe changes in students' analytical skills and expression	Anonymization, dual coding, pre-and post-test pairing

The professional origins of our chosen classes cover fields like management, tourism, computer science, foreign languages, and art design, hence making it more convenient to observe the differences that students have in accepting social discourse among people with different knowledge structures. The pre-test is arranged one week prior to the beginning of the teaching intervention, and the post test is arranged after the final theme task in the eighth week. The investigation questionnaire includes two kinds: closed end questions and open-ended questions. Closed-ended questions mainly examine the recognition of social ideological trends and concept judgments, hence open-ended questions let students finish evidence picking, concept analysis, and expression of answers around provided materials. Classroom question-asking and case analysis written materials must be arranged by the teaching teacher within 24 hours after every class, and student task written works must be stored for keeping according to a unified serial number. All data shall be eliminated prior to carrying out analysis, including name, student number, class particular distinguishing information, and personal identity information which can be traced back. It is only the group, the task round, and the rating fields that can be retained.

In Table 1, policy texts and textbook units are used to determine theoretical boundaries, online discourse materials are used to restore the expression forms of social trends when they enter students' perspectives, and classroom process data is used to observe changes in students' understanding. The four types of data do not serve the same function: public texts are responsible for providing normative basis, online discourse is responsible for exposing biased narrative structures, student task texts are responsible for presenting cognitive processing processes, and pre-test and post test data are responsible for testing the observable effects of teaching paths. This hierarchical organization can reduce the arbitrariness of classroom case selection, allowing teachers to clearly distinguish the sources of "theoretical basis", "practical problems", and "student confusion" when preparing lessons.

The gathering of network conversation materials should put first materials that appear many times in class asking questions, can be stated by students, and have definite value premises. The degree of traffic flow is only utilized as an auxiliary judgment basis. Every material ought to preserve not less than four items of information: primitive expression, communication circumstance, core judgments, and possible questions from students. To materials that involve

historical evaluation, institutional comparison and personal value choice, further research is required to confirm whether evidence sources are complete, whether concept application is stable, and whether causal deduction is correct. This method can change "popular topics" from general discussion things into texts that can be analyzed, and therefore teachers can use it to judge whether fact, concept, or value problems should be solved first.

Corpus processing is divided into three steps. The first step is to anonymize and clean up, delete personal information, duplicate text submissions, and irrelevant oral noise, and retain sentences that reflect conceptual understanding, evidence selection, and value judgments. The second step is to establish a labeling system and label social ideological materials into six categories: "ideological type, discourse strategy, controversial focus, student questions, theoretical response, and cultural resources". The third step is to perform two person coding. The coder first independently labels 20% of the samples, and then revises the coding manual based on differences. The final coding consistency Cohen's kappa is 0.82, achieving a high level of consistency. Qualitative coding refers to the basic principles of topic analysis and content analysis [14-16], and the coding results do not directly replace teacher judgment, but only provide traceable evidence for classroom design.

For the purpose of promoting the sample recheck ability, this research has established dividing lines between keeping and discarding samples. The commentaries which only manifest general sentiments and do not have clear appraisals will not be put into this analysis; The text which only repeats the original sentences of the textbook and cannot show the traces of students' independent handling will not be counted in the scoring of open-ended questions; For works that are handed in many times by one identical student, only the last edition that accords with the corresponding round will be kept. Regarding the boundary samples, the coding personnel writes down the reasons why these samples are excluded, and therefore renews the examples that are contained in the coding manual. After this processing step, the dataset still holds the true complexity of the classroom, meanwhile it avoids taking noise as the object of social ideological analysis.

From the perspective of data arrangement, this paper does not directly treat internet hot words as equal to social tendencies, nor does it simply divide students' scattered questions into wrong understandings. Every analysis unit must at the same time satisfy three requirements: the being there of a definite discussion target, the capacity to get connected with the value premise of some social tendency, and the capacity to get changed into an analysis work in ideological and political education teaching. By this norm, 864 available analysis units were finally obtained, among which 312 units belong to social ideology discourse, 221 units belong to student question raising, 189 units belong to teaching reply, and 142 units belong to culture translation. Figure 1 is utilized by us to show the mechanism that data are organized and samples are constructed, as is presented in Figure 1.

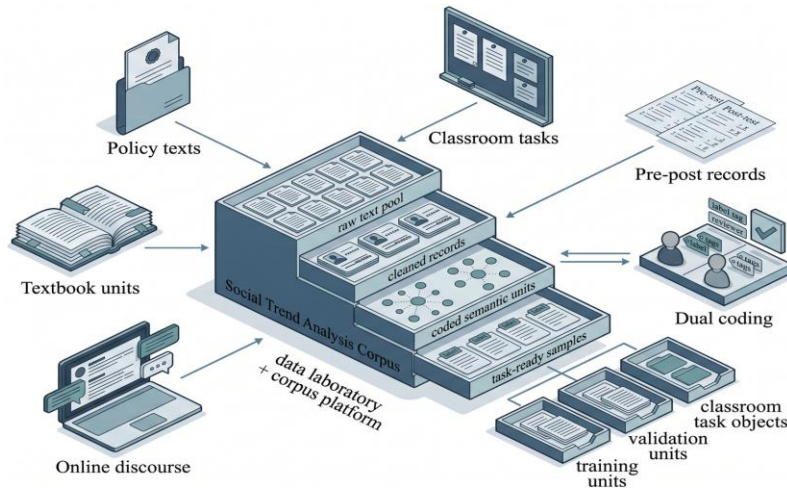


Figure 1: Data organization and sample construction mechanism.

2.2 Analysis Model of Social Trends Guided by "Two Combinations"

On the basis of sample organization, this article constructs a social trend analysis model guided by the "two combinations". The core task of the model is to transform students' vague questions when facing social trends into analyzable classroom tasks, and to transform teachers' theoretical lectures into a hierarchical process of analysis. The model consists of four functional layers: principle anchoring layer, reality verification layer, cultural translation layer, and feedback generation layer. The principle anchoring layer is responsible for determining the basic stance and analytical scale, preventing classroom discussions from being pulled by a single experience and immediate emotions; The reality verification layer is responsible for putting social thoughts back to Chinese path to modernization, national governance, social development and students' living conditions for testing; The cultural translation layer is responsible for mobilizing the governance wisdom, ethical resources, and expression methods of excellent traditional Chinese culture, so that theoretical responses can enter the meaningful world familiar to students; The feedback generation layer is responsible for adjusting subsequent tasks based on student texts and classroom interactions. The model structure and information exchange mechanism are shown in Figure 2.

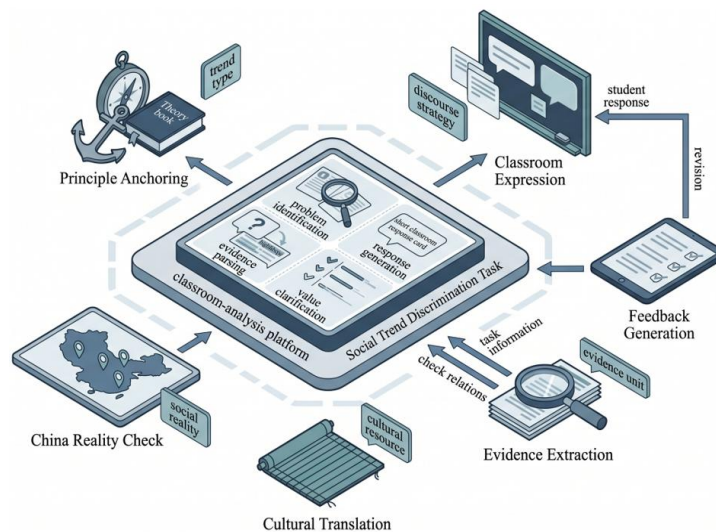


Figure 2: A model for analyzing social trends guided by the concept of "two combinations".

These four function layers are corresponding to four kinds of teacher behaviors that happen inside the classroom. The principle of anchor fixation requires that teachers should first make certain of the basic theoretical questions which are contained in the teaching material, such as historical viewpoints, human positions, relations between individuals and societies, and relation between freedom and order; Reality checking needs that teachers give verifiable organization facts, history facts, and society development facts, therefore students can put abstract judgments go back into concrete situations; Cultural translation needs that teachers should select traditional cultural resources which can explain students' value puzzles and prove their consistency with Marxist standpoints; The production of feedback requires that teachers make adjustments to follow-up questions according to the deviations that exist in students' expressions. Every layer has correspondence to one traceable index, therefore it lets the model not get limited within conceptual naming.

The improvement of the model lies in transforming the "two combinations" from macro principles to classroom discrimination actions. In the face of historical nihilism, the classroom not only corrects individual historical facts, but also guides students to identify their discourse strategy of "replacing the whole with fragments and evidence with emotions", and then forms a response through the Marxist historical view, the continuous experience of Chinese revolutionary construction and reform, and the cultural tradition of Chinese civilization that values historical learning. In the face of neoliberalism, the classroom not only discusses market efficiency, but also guides students to compare the differences between capital logic, people's positions, and the practice of common prosperity. In the face of abstract narratives of "universal values," the classroom focuses on the sources of concepts, applicable conditions, and institutional contexts to avoid students mistaking the expression of values formed under specific historical conditions for a unique scale that transcends history.

From the aspect of technical handling, the model utilizes a combination of text embedding, topic clustering, and artificial examination to arrange classroom teaching materials. BERT and Sentence BERT are utilized to produce semantic expression representations of sentence segments, hence facilitating the finding of expressions that are similar but different in student task texts [17, 18]; We use BERTopic to extract theme clusters from the discourse of social thought, therefore we use LDA as a firm reference to check whether theme discovery is influenced by a single model [19, 20]. The automatic model only takes on the works of "clustering, prompting, and retrieval", and the contents connected with political stance, value judgment, and classroom explanation are still finished by teachers according to textbooks, policy documents, and theory-based judgments. This method can lower material selection expenses and evade the issue of technical model exceeding boundary explanation significance..

The model output does not directly enter classroom teaching, but is first converted into a teacher's lesson preparation checklist. The list includes high-frequency issues, similar expressions, confusing concepts, evidence gaps, and optional cultural resources. Based on this, teachers can determine which theoretical relationships need to be emphasized in a certain unit, which practical materials need to be supplemented, and which questions need to be set. For the clustering results of the algorithm, the research adopts a processing method of "machine initial screening, teacher review, and classroom re verification". If the student texts in a certain topic cluster have significant differences in value premises, even if the semantic distance is close, they will not be merged into the same teaching problem; If some expressions have significant literal differences but all point to the same value confusion, they will be included in the same task package after teacher review.

When the model is in operation, every case of social trend is transformed into one classroom task package. The mission package contains background materials, disputable questions, proof catalogue, concept decomposition points, actuality checking points, culture translating

resources, and student expression demands. Taking "if individual success completely relies on market competition" as one example, the task package at first requests students to find out the individualism precondition inside the narration, draw out fact proofs about education chances, work systems, and social guarantee, then put forward the basic standpoints of Marxism on the relation between individuals and society, the practice of common wealth in China, and the thought resources of "unity of righteousness and gain" in traditional culture, and finally requests students to finish value replies by using their own words. Via this process, the analysis of social tendencies has been developed from a single assessment made by teachers to an analytical activity in which students are able to take part.

The task packet also has a restriction that each unit must keep expression channels which students can finish. Teachers do not make task design as one-way knowledge examinations, but instead require students to write a response article supported by proof, explaining how they recognize discourse methods, compare real evidences, and utilize theoretical and cultural resources. The answer text is invoked once more in the next round of assignments, therefore students are able to observe the alterations in their expressions that appear before and after. This kind of arrangement can guarantee the continuity of classroom feedback, and it provides stable materials for the process analysis which is carried out in the results section.

2.3 Teaching Experiment Design and Evaluation Agreement

For examining the classroom adaptive capability of the model, this article uses a quasi-experiment design method. We divide six natural classes into three groups according to teaching conditions and the proximity principle of student quantity: the traditional teaching group has 78 students, the ordinary case discussion group has 76 students, and the "two-in-one" coupling approach group has 82 students. Three groups all utilize the identical textbook unit and the identical pre-test and post-test question bank, with the teaching cycle being 8 weeks. They finish one topic teaching unit every two weeks, this unit includes the analysis of historical standpoints, market and social connections, value ideas, and network speech. The traditional teaching group mainly puts focus on textbook explaining and teacher's summarizing, hence the ordinary case discussion group adds popular cases and group discussing. The "two combinations" connecting path group employs task packets, corpus searching, culture translating, and feedback amending inside the identical class hours.

To reduce the impact of class differences on the results, the three groups completed the same set of basic tests and social ideology recognition tests before intervention. The comprehensive scores of the pre-test are 58.1, 57.8, and 58.6 points, respectively, with a difference of no more than 0.8 points, indicating that the starting points of the three groups are close. All teaching staff use a unified teaching schedule, and case materials are approved in advance by the research group. Traditional lecture groups and general case discussion groups do not use corpus labels and task packages to avoid interference mixing; The additional classroom activities in the experimental group are controlled within the same class hours, and time balance is achieved by reducing repetitive lectures and centralized feedback after class.

The evaluation index system consists of outcome type indicators and process type indicators. The result indicators include correctness in recognizing social tendencies, proof drawing mark, idea distinguishing mark, speech changing mark, worth recognizing mark, and shifting using mark; Process measurement signs contain valid interaction thickness, feedback answer time, work finish, and article change depth. Every indicator undergoes conversion to a range from 0 to 100 points, and the difficulty degree of the questions in pre-test and post-test is maintained to be equal. The questions that have no fixed answers are independently given scores by two teachers in accordance with the scoring rules, and samples with differences that exceed 10 points are undergone review. This evaluation design has included the research

experience on identifying and measuring misleading information, the feedback of learning analysis, and the interactive evaluation of higher education [21-25]. The evaluation dimensions and scoring rules all are shown within Table 2.

Table 2: Evaluation Dimensions and Scoring Rules

Evaluation Dimension	Observation Target	Scoring Range	Scoring Criteria
Recognition Accuracy	Judgment questions and situational questions on six types of social thoughts	0–100 points	Type identification, discourse strategy recognition, interference item exclusion
Evidence Extraction	Material analysis questions and classroom follow-up questions	0–100 points	Source of facts, completeness of evidence, awareness of counter-evidence
Concept Discrimination	Core concept explanation and comparison questions	0–100 points	Concept boundaries, applicable contexts, logical consistency
Discourse Transformation	Students' written responses and group expressions	0–100 points	Principle transformation, real-world explanation, cultural expression
Value Identification	Composite scoring from scale questions and open-ended questions	0–100 points	Stability of position, sufficiency of reasoning, intention to act
Transfer Application	New case analysis tasks	0–100 points	Ability to reuse analytical framework in unfamiliar materials

The grading criteria for open-ended questions have been further refined into four levels. A score of 0-59 indicates that students can only express their attitudes and lack evidence and conceptual analysis; 60-69 points indicate the ability to identify local issues in the material, but the response depends on empirical judgment; 70-84 points indicate the ability to use theoretical concepts and factual evidence to complete a relatively complete analysis; A score of 85 or above indicates the ability to integrate theoretical scales, practical conditions, and cultural resources into independent expression. The pre - and post test questions should be consistent in terms of social trends, material length, and task requirements, while the materials on the questions should be different to avoid students being influenced by memorization of the questions. The internal consistency coefficient of the scale is 0.87, and the correlation coefficient of the two person rating for open-ended questions is 0.84, indicating that the evaluation criteria have acceptable stability.

In Table 2, we utilize the recognition accuracy to judge whether students have the ability to tell apart the basic features of different social tendencies; Evidence extraction is utilized to make observation on whether students have already departed from only stating their own opinions and can discover factual evidences that are used to support or oppose their standpoints; Discourse transformation is utilized to examine whether students can convert the fundamental tenets of Marxism, China's actual experience, and culture resources into expressions that belong to themselves; The migration application is utilized by people to judge whether students are still able to utilize the same discrimination framework in newly appeared cases. The bringing in of process indicators is for avoiding the simplifying of the effect of ideological and political courses into a single test score. The study of learning analysis discovers that student participation, feedback, and self-regulation conduct can expose the learning process that hides

behind grades [13-15], therefore this result accords with the evaluation demand of "entering the brain and heart" which is put forward for ideological and political courses.

The data analysis uses four kinds of methods: within group comparison between before and after, between group difference contrast, module ablation experiment, and case follow-up. Intra-group comparison is utilized by us to ascertain the changes inside the same evaluation dimension between every group of students; Comparison between groups is utilized for the purpose of finding out differences in the effect of different teaching routes; Module ablation research includes successively getting rid of the main anchoring, actual checking, cultural converting, and feedback producing modules from the task bag of the "two combinations" connecting path group, and watching the contributions that each module gives to the results; We have chosen the continuous texts that come from 12 students, carry out case tracking, and analyze what changes they have from the emotional judgment to the expression which is based on evidence. The methodology part does not contain mathematical formulas and mainly depends on checkable scoring standards, sample quantity, and diagram outcomes to show the research procedure.

For the guarantee of the traceability of the implementation process, three kinds of logs are written down after every thematic unit: the teacher's lesson preparation log, the classroom interaction log, and the student feedback log. Carry out the record on the generation time of the task package, the screening standards of materials, and the teacher's modification content in the lesson preparation log; The classroom interactive record logs the count of valid questions, subsequent questions, and student amending works; The record books of students' feedback are what record students' appraisals of task difficulty, material reliability, and expression amendment work. This research only utilizes statistical domains and de-identified text segments from these records, and does not employ them as individual assessment standards for students. This scheme designing helps make distinction between the effect of the teaching road itself and the effect of outside factors such as the teacher's own character style and the atmosphere of the class.

3 Empirical Results and Pedagogical Implications of Social Trend Analysis Driven by the "Two Combinations"

3.1 Social ideological recognition ability and classroom discrimination main results

The results section first answers a fundamental question: whether organizing the analysis of social trends with "two combinations" as the main thread can more effectively enhance students' identification and interpretation abilities than traditional lectures and general case discussions. To avoid reporting only the total score, this article first presents the semantic relationship between social discourse and classroom response, and then compares the pre - and post test changes on different types of social discourse. The three-layer semantic network of social discourse and teaching response is shown in Figure 3.

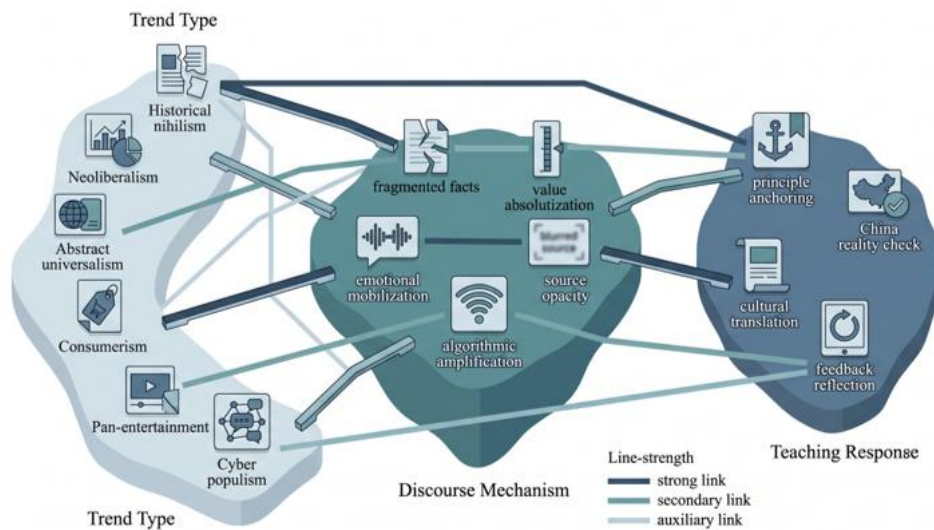


Figure 3: Three layer semantic network of social discourse and teaching response

In the Figure 3, historical nihilism, neoliberalism, the abstract "universal values", consumerism, pan-entertainment, and online populism tendencies are separately connected with discourse strategies like "fragmentation of facts", "absolutization of values", "emotional mobilization", "blurring of sources", and "algorithmic amplification". Principle fixation, fact checking, culture conversion, and return thinking are placed on the network reaction side, hence it shows that classroom analysis should not only remain at denying results, but also deal with the concrete mechanisms through which students are pulled to certain kinds of story lines. In this network, the two relationships that hold the highest connection strength are "historical nihilism factual fragmentation principle anchoring" and "consumerism emotional mobilization cultural translation", therefore this indicates that when teachers carry out lesson preparation work, they need to strengthen the interpretation of historical integrity and the transformation of life ethics.

Further comparing the pre - and post test results, the changes in recognition accuracy of different types of social ideologies are shown in Figure 4.

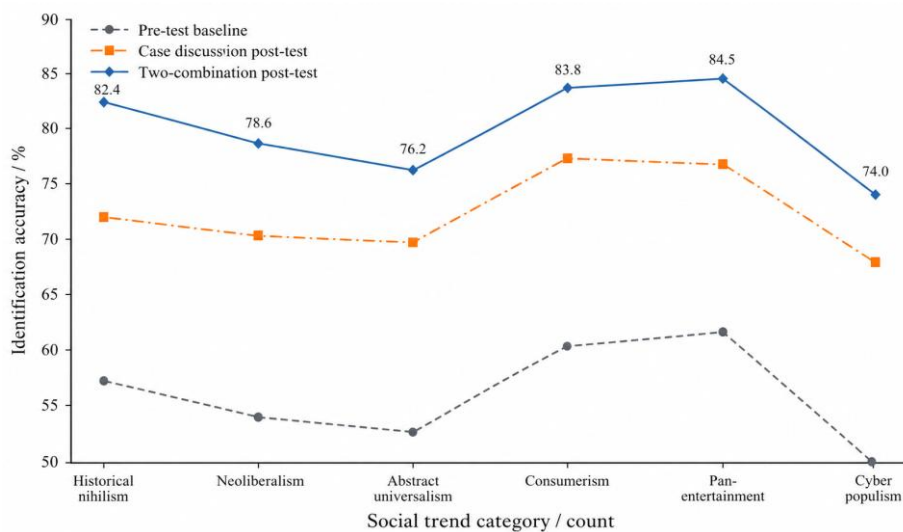


Figure 4: Comparison of pre - and post test accuracy in identifying different types of social ideologies.

In Figure 4, the experimental group's recognition accuracy on six types of social trends was higher than the pre-test, with historical nihilism increasing from 57.3% to 82.4%, neoliberalism increasing from 54.1% to 78.6%, abstract "universal values" narrative increasing from 52.7% to 76.2%, consumerism increasing from 60.5% to 83.8%, pan entertainment increasing from 61.8% to 84.5%, and online populism tendency increasing from 49.9% to 74.0%. In contrast, the post test accuracy of the general case discussion group is concentrated between 68.5% and 77.2%, while that of the traditional lecture group is concentrated between 63.7% and 68.9%. This indicates that case discussions can improve students' attention to hot issues, but only by placing cases in the triple coordinates of principles, reality, and culture can students more easily develop stable analytical skills.

The comprehensive scores of the three groups of students are compared as shown in Table 3.

Table 3: Comparison of Comprehensive Analysis Results among Three Groups of Students

Group	Valid Samples	Pre-Test Overall Score	Post-Test Overall Score	Improvement Value	Post-Test Recognition Accuracy	Post-Test Evidence Extraction	Post-Test Value Identification
Traditional Lecture Group	78	58.1	66.4	+8.3	66.7	64.9	67.2
General Case Discussion Group	76	57.8	72.9	+15.1	72.4	70.6	73.5
"Two Combinations" Coupling Path Group	82	58.6	82.5	+23.9	82.5	80.8	83.1

In Table 3, the comprehensive discrimination score of the "two combinations" coupling path group increased from 58.6 points to 82.5 points, an increase of 23.9 points; The general case discussion group has increased from 57.8 points to 72.9 points, an increase of 15.1 points; The traditional teaching group has increased its score from 58.1 to 66.4, an increase of 8.3 points. The sub indicators also showed a consistent trend: the evidence extraction score of the experimental group reached 80.8 points, the discourse conversion score reached 79.6 points, and the value identification score reached 83.1 points, all higher than the other two groups. The reason for the difference is that the experimental group did not treat social trends as isolated viewpoints, but required students to complete a continuous task of "identifying strategies, extracting evidence, returning to reality, and transforming expression". Students were given the opportunity to repeatedly revise in the task chain.

In terms of dispersion, the standard deviation of the post test scores in the experimental group decreased from 11.6 in the pre-test to 8.4, the traditional teaching group decreased from 11.2 to 10.7, and the general case discussion group decreased from 11.4 to 9.8. The improvement in score concentration indicates that task packages and feedback mechanisms not only enhance the expression of high-level students, but also help students who originally only knew how to express themselves obtain clearer analysis paths. In the open-ended text, the proportion of experimental group students using keywords such as "evidence source", "historical conditions", "institutional context", and "relationship between righteousness and benefit" increased from 26.3% in the pre-test to 69.5%; The traditional lecture group has increased from 24.8% to 38.2%, and the general case discussion group has increased from 25.1% to 51.7%. This change is consistent with the values in Figure 4 and Table 3.

The extent of improvement for different types of ideological trends is not entirely consistent. The post test accuracy of consumerism and pan entertainment is relatively high, mainly because students have frequent contact with these two types of discourse based on their life experiences. Once the classroom provides a framework for discrimination, students are more likely to transform their own experiences into judgments. Although the increase in abstract "universal values" and online populist tendencies reached 23.5 and 24.1 percentage points, the post test absolute values were still lower than other types, indicating that these two types of discourse have stronger conceptual packaging and emotional mobilization. Subsequent teaching needs to increase institutional comparison, conceptual genealogy, and platform dissemination mechanism analysis.

3.2 Path coupling strength, module ablation, and 3D result graph

After confirming the main result, further explanation is needed on which paths the effect comes from. This article takes "problem diagnosis completeness", "cultural translation intensity", and "classroom feedback density" as three types of process variables to observe their relationship with value identity gain. The higher the path variable, the better; If teachers only add cultural materials without problem diagnosis, students may understand traditional culture as classroom rhetoric; If only emphasizing real-life cases without principle anchoring, classroom discussions are prone to sliding towards empirical debates. The coupling relationship of three types of variables is shown in Figure 5.

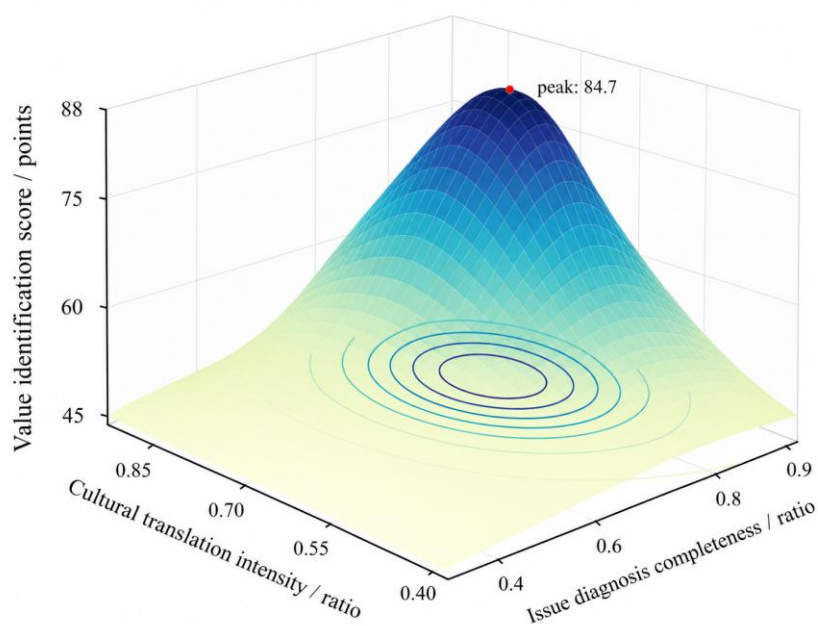


Figure 5: Three dimensional coupling results of problem diagnosis completeness and cultural translation intensity

In Figure 5, the value identity gain reaches a high value in the area of problem diagnosis completeness 0.75-0.85 and cultural translation intensity 0.68-0.80, with a peak of about 84.7 points; When the completeness of problem diagnosis is below 0.45, even if the intensity of cultural translation increases, the result can only be maintained at around 65 points. This result indicates that excellent traditional Chinese cultural resources need to be established on the basis of clear problem diagnosis in order to play a role. Cultural translation is not about attaching classic sentences to the end of the classroom, but about showing students how traditional

cultural resources respond to specific value confusion. The three-dimensional distribution in Figure 5 also shows a synergistic relationship between reality verification and cultural translation, which together enhance students' acceptance of theoretical explanations.

Figure 5 also shows that when the intensity of cultural translation exceeds 0.85 and the completeness of problem diagnosis is insufficient, the value recognition gain does not continue to increase, and there is even a slight decline in some areas. Classroom observations indicate that the reason is that students can feel that the teacher has used a lot of cultural materials, but cannot determine which question these materials are actually responding to. On the contrary, under the condition of sufficient problem diagnosis, even if the intensity of cultural translation is around 0.65, students can still understand the traditional cultural concepts of family country responsibility, righteousness and benefit relationships, and group self relationships as explanatory resources. This indicates that cultural resources entering ideological and political courses need to be linked to the problem chain and cannot rely on material accumulation to achieve results.

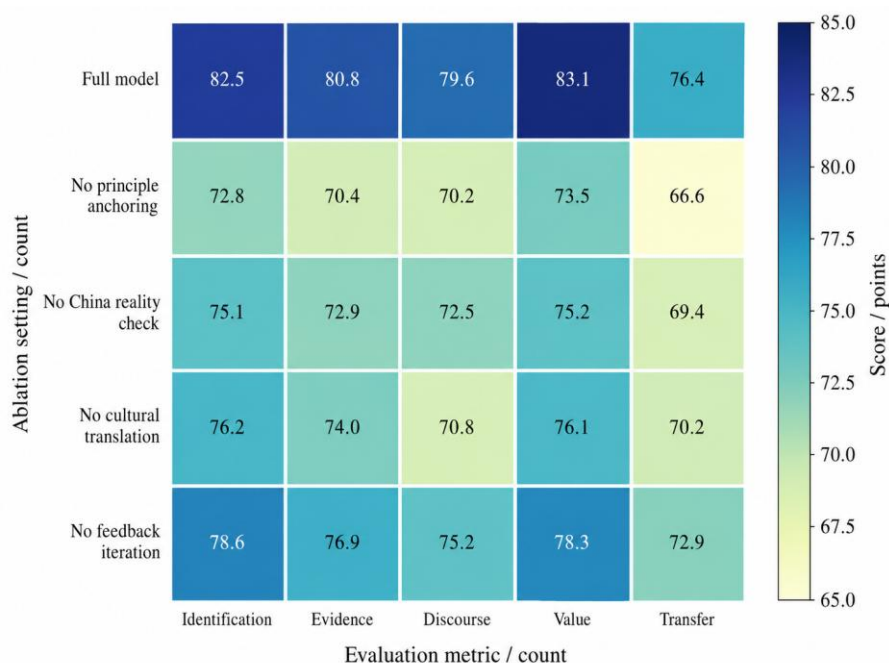


Figure 6: Module ablation results of the "two combinations" discrimination model.

To further distinguish the contributions of each module, this article conducted module ablation analysis, and the results are shown in Figure 6. In Figure 6, the complete model scored 82.5, 80.8, 79.6, 83.1, and 76.4 points respectively in the five indicators of recognition accuracy, evidence extraction, discourse conversion, value identification, and transfer application. After removing the principle anchoring, the five indicators decreased by an average of 9.6 points, with the most significant decrease in recognition accuracy and transfer application; After removing reality verification, the average score decreased by 7.4 points, mainly affecting evidence extraction and value recognition; After removing cultural translation, the average decrease was 6.8 points, with the largest decrease in discourse conversion; After removing feedback generation, the average decrease was 4.3 points, indicating that feedback has a supportive effect on continuous correction, but its effectiveness depends on the first three modules.

The above gotten results show that the classroom value of "two combinations" not only is reflected in increasing teaching materials, but also is reflected in forming a stable discriminative

structure. Principle anchoring offers a judgment measuring scale, reality checking provides fact-based support, cultural translation gives a road for meaning entering, and feedback producing guarantees that student expression can be continuously amended. When the four modules work together, students can have the shift from "I think that a certain statement has reasonableness" to "I can explain where the problem of this statement is and how to give the response". This also is an important marking of the high-quality development of ideological and political courses: the classroom not only finishes knowledge passing, but also forms transferable judging ability when it faces social trends.

From the ablation results, the principle anchoring has the most stable effect. After removing this module, students can still tell a number of facts under case prompts, but the scale of interpretation of facts has become wavering, especially in the system comparison and historical evaluation topics, which are more easily pulled by individual events. The lack of reality verification is mainly manifested in a decrease in evidence extraction scores and an increase in the proportion of vague sources such as "heard" and "believed" in student responses. After the lack of cultural translation, students are able to complete theoretical expressions, but their response to the text is more like classroom retelling, with insufficient entry into life experience and value emotions. The decrease caused by the lack of feedback generation is relatively small, but it will weaken the continuous improvement of the second two rounds of tasks. These differences indicate that the four modules undertake different functions and cannot be replaced by a single classroom activity.

3.3 Significance of Process Evidence, Case Transfer, and Classroom Deployment

The teaching effectiveness of social ideological analysis still needs process evidence support. This article defines effective interaction density as the number of valid viewpoints raised, responded to, or revised by each student within a unit of classroom time, matched with value identification gains. The fitting relationship between interaction density and value identity gain is shown in Figure 7.

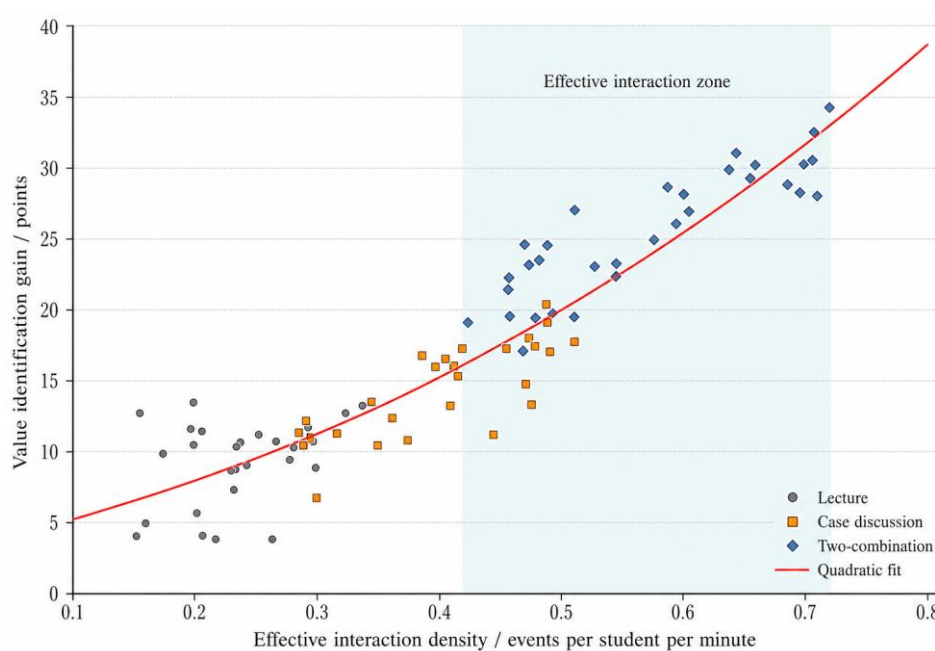


Figure 7: The fitting relationship between effective interaction density and value identity gain

In Figure 7, the traditional lecture group's samples are mainly concentrated in the interaction density scope of 0.15-0.35, with value recognition gains mostly under 12 points; The common case discussion group concentrates on the scope of 0.28-0.52, hence the increases mostly lie between 10-20 points; The coupling path set of "two combinations" is concentrated in the scope of 0.42 to 0.72, hence the gains are mostly between 18 to 32 minutes. The fitting curve lets us know that when the interactive density grows from 0.20 to 0.55, the value recognition gain grows with great speed; When the value exceeds 0.65, the curve has the tendency of becoming gradually flat. This result gives the indication that classroom interaction needs to keep the quality of questions and feedback, and merely increasing the quantity of speeches cannot continuously promote the effect. In the course of their interactions, teachers ought to concentrate on making concepts clear, raising questions about evidence, and amending expressions, instead of only taking turns to talk about heated topics within the classroom.

From the perspective of case transfer, the performance changes of students in the four task stages are shown in Figure 8.

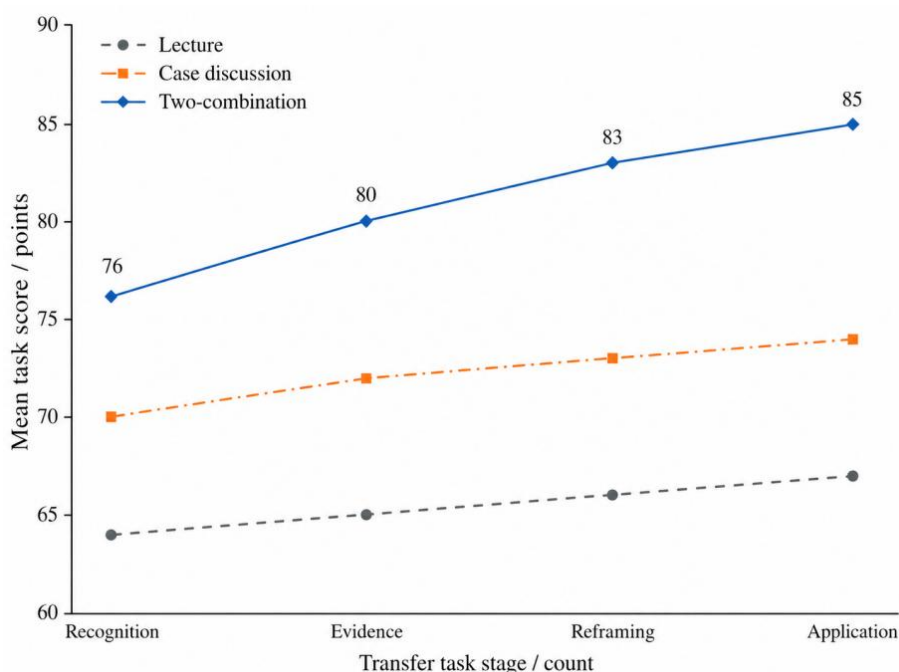


Figure 8: Cognitive Transfer Trajectory in Typical Tasks

In Figure 8, the average scores of the experimental group in the four stages of "identifying trends, extracting evidence, reconstructing expressions, and transferring applications" are 76, 80, 83, and 85 points, respectively, with the latter two stages showing more obvious advantages; The general case discussion groups scored 70, 72, 73, and 74 points respectively, with improvements mainly occurring in the identification and evidence stages; The traditional teaching groups scored 64, 65, 66, and 67 points respectively, with limited variation. Continuous text tracking also showed that 78.4% of students in the experimental group were able to actively use three types of expressions: "factual basis, institutional context, and cultural resources" in the second round of tasks, compared to 41.0% in the traditional teaching group and 56.6% in the general case discussion group. This indicates that the "two combinations" pathway provides strong support for students' expression transfer.

The alterations of text specimens can be used for explaining how this transference happens therefore. In the advance test, some students frequently give answer with short sentences such as "work hard then can succeed" and "regulations are always this way" when they face whether

market competition can resolve all distribution problems question. The origin of proof is not clear, and the concept dividing lines are also comparatively hazy. After two rounds of task training, students who belong to the same category started to distinguish the relation between personal effort, social situations, and system guarantees, and thus were able to make use of resources like common prosperity, labor value, and the relation between righteousness and benefit to carry out organization and expression of their own. Students do not simply add political vocabulary, but instead put analytical expressions like "need to carry out comparison", "should be observed under specific circumstances", and "cannot take local phenomena as universal laws" into sentence structures. This alteration shows that the effect of social thought analysis in the end rests in students' own language structure.

The cost and stability of classroom deployment also affect whether the teaching path can be promoted. This article tracks the preparation time, feedback response time, classroom participation rate, and evidence error rate in 5 teaching units, as shown in Figure 9.

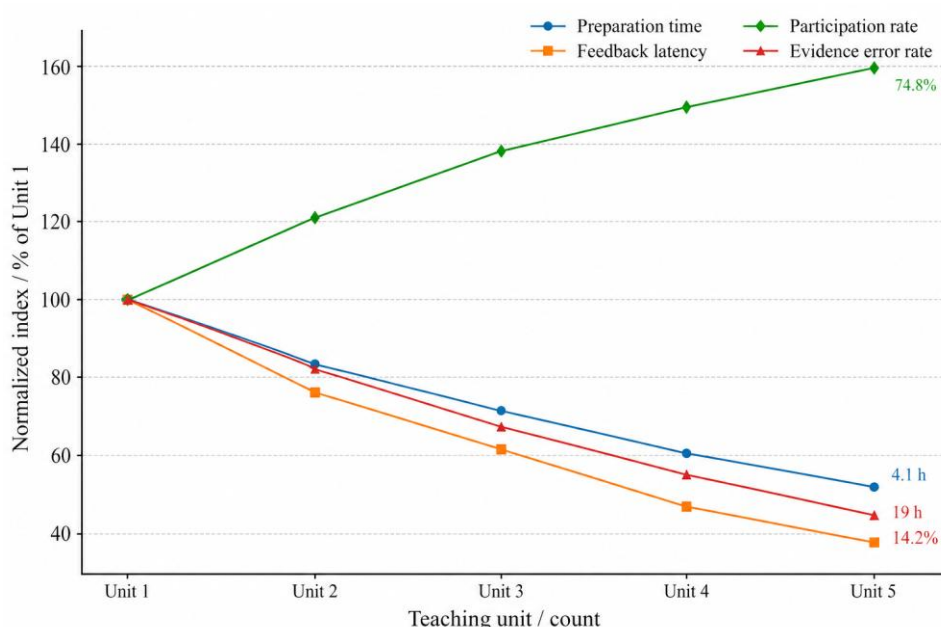


Figure 9: Changes in Classroom Deployment Efficiency and Process Stability.

In Figure 9, the average preparation time of the experimental group teachers decreased from 7.8 hours in Unit 1 to 4.1 hours in Unit 5, the feedback response time shortened from 49 hours to 19 hours, the classroom participation rate increased from 46.2% to 74.8%, and the student evidence error rate decreased from 31.0% to 14.2%. These changes indicate that establishing a corpus and task package in the early stages will increase the burden of lesson preparation, but as cases, labels, and feedback templates accumulate, the deployment efficiency of subsequent units improves. For Marxist colleges in universities, this path can be transformed into collective lesson preparation resources and can also serve young teachers' classroom grasp of social ideological issues.

The origins of error are mainly concentrated upon three locations. Firstly, some network speeches may have ambiguous origins after many rewordings, thus making it easy for students to cut pictures of their standpoints as truthful proof when they collect proof; Secondly, there exists a weak correlative relationship between single traditional culture resources and cases, and students may hence cognize cultural expression as classroom adornment; Thirdly, although the mechanism of review has already been set up for the scoring of open-ended questions, there still can exist differences in the boundary judgment of "value identification" and "expression

maturity" between different teachers. In accordance with these problems, future arrangement ought to enhance source checking study, build a catalogue of cultural resource adjustment, and standardize open question instances in group lesson preparation. Only through the bringing of error control into the process of teaching can the improvement which is shown in the result graph keep stable among different classes.

Models cannot replace teachers' theoretical judgments. Automatic clustering and learning analysis can only help teachers discover concentrated areas of student questions, cannot directly determine value positions, and cannot replace teachers' grasp of textbook systems, practical experience, and cultural resources. The results of this article are more suitable for demonstrating the effectiveness of a teaching organization method, rather than proving that a certain technological model itself has educational functions. In subsequent applications, teachers still need to adjust the difficulty of tasks based on the type of school, students' professional background, and the characteristics of the curriculum unit, especially to avoid simplifying the analysis of social trends into labeled criticism.

4 Conclusion

This paper discusses how the "two combinations" can guide the high-quality development of university ideological and political courses, and from the angle of social ideology analysis, it carries out rewriting and expansion on the teaching path. This research arranges policy documents, textbook modules, network speech, and class responses into analyzable teaching materials, hence builds a distinguishing model which unites principle fixing, actual checking, culture translating, and feedback producing, and hence examines its class effect through front and back tests, group contrasts, three-dimensional matching outcomes, module mixing, and process following.

(1) At the level of data and object organization, this article transforms social trends from abstract issues into annotated, retrievable, and trainable classroom task units. This approach enables teachers to distinguish discourse strategies of social trends, cognitive sources of student questions, and theoretical basis for teaching responses, reducing the arbitrariness of case selection.

(2) On the aspect of method and result, the connecting road of "two combinations" can promote students' accuracy of recognition, ability of extracting evidence, ability of changing discourse, and level of value recognition. The comprehensive distinguishing score of the experiment group has the increase of 23.9 points, it is significantly higher than the score of the traditional teaching group and the ordinary case discussion group; The experiment cutting results also display that principle fixing, truth checking, and culture transforming together form the main origins of model effect strength.

(3) This article still has limitations such as limited sample size, short tracking period, and insufficient long-term migration observation. Subsequent research can be extended to different types of universities and course modules, and feedback mechanisms can be improved by combining real classroom platform data. The key to analyzing social trends in ideological and political courses still lies in the teacher's ability to clarify theories, explain reality thoroughly, and bring cultural resources to life.

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