

A New Perspective on the Value Penetration of Traditional Chinese Culture in Civic and Political Education Revealed through Topological Methods in History Education

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ABSTRACT

The traditional Chinese culture contacted in history education has many common points with the Civic and Political Education, which has become a new method of value penetration of Civic and Political Education. This paper reveals the value penetration of traditional Chinese culture in Civic and political education from the perspective of innovative cultural topology, and puts forward three strategies to innovate the concept of Civic and political education, such as enhancing the effect of aesthetic connotation of Civic and political education. On this basis, variables are designed, structural equation model is constructed, and the role of teaching concept and other variables on the value penetration of traditional Chinese culture Civic and political education is analyzed through the reliability test and factor analysis. Combined with system dynamics, the system causality diagram is drawn according to the causal feedback relationship between internal and external factors to explore the causal relationship affecting the value penetration of Civic and Political Education, and then explain the mechanism of the role of traditional Chinese culture Civic and Political Education. It was found that all five paths among latent variables passed the significance level test of 0.001, and the teacher's mission and ideal belief in teaching philosophy had the most significant effect on the value penetration of traditional Chinese culture Civic and political education, with path coefficients of 0.98. In the process of Chinese traditional culture civic education, it is necessary to reflect the unity of humanistic spirit and modern spirit, the unity of professional ethics and values, and to form the style of course civic education and course civic education characteristics with Chinese traditional culture.

Keywords: cultural topology, structural equation modeling, system dynamics, causality analysis, civic education

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1. Introduction

With the continuous development of society, more and more people begin to pay attention to the importance of traditional culture, especially in the field of education. As an important part of Chinese culture, traditional culture has profound historical precipitation and value inheritance, which is not only the spiritual wealth of our nation, but also an important display of Chinese culture on the world cultural stage [1]. Therefore, in history education, the integration of traditional cultural explanations is conducive to students' better understanding of their own cultural heritage, enhancement of cultural self-confidence, and the establishment of a correct view of history and values [2]. At the same time, history is the carrier of traditional culture, and traditional culture is the essence of history. In order for students to deeply understand history, it is necessary to deeply excavate the connotation of traditional culture, so that students can constantly feel the charm of traditional culture in history teaching, by explaining about some major events in ancient China, it can be interpreted from the perspective of traditional culture to explain the impact of the events, and guide students to deeply understand the influence and promotion of traditional culture on history, as well as the ideological and political penetration of traditional culture in the historical period value [3-5]. And the ideological and political education bears the important responsibility of cultivating students' excellent character, if the ideological and political education in the specific teaching process is based on the syllabus alone, rather than combining with the traditional Chinese culture, it can not be adapted to the cultivation of moral, intellectual, physical and aesthetic all-round development, and it can not play its role [6-7].

China has a history of five thousand years of civilization, the long-term cultural precipitation makes the Chinese traditional culture can continue to develop, contributing to the steady growth of the economy, and has a very important significance for the education of Chinese students [8]. Continuous penetration of traditional Chinese culture in the work of Civic and Political Education will make more secondary school students absorb more nutrients from it, which is very beneficial to the inheritance of traditional Chinese culture and even the enhancement of students' humanistic moral cultivation and national self-confidence, and is conducive to improving the overall quality of students, which has a role in improving the timeliness of Civic and Political Education [9-10]. The excellent traditional culture has been proved by history, with its unique humanistic thoughts and excellent consciousness. By combining traditional culture and ideological education, traditional culture can be carried forward, which will have a subtle and long-lasting influence on secondary school students, help them establish correct outlook on life and values, and improve their moral quality [11-13].

In this paper, we first analyze the value penetration of traditional Chinese culture ideological education in history teaching from the perspective of cultural topology. Then we use questionnaires and expert interviews to design scales, establish and solve structural equation models to explore the path of value penetration of traditional Chinese culture in Civic and political education, and apply SPSS and AMOS statistical software to comprehensively analyze the influencing factors such as teaching philosophy and teaching process. At the same time, we quantify the causal correlation between the paths by combining with system dynamics, construct relevant models, and set different parameter conditions for simulation analysis and prediction.

2. Renewal of the concept of ideological education in history courses in the light of cultural topology

In order to realize the positive integration of traditional Chinese culture and ideological and political education, it is necessary to promote the topological transformation of traditional Chinese culture, that is, to stimulate the participation of multiple subjects in the main body of governance; In terms of governance system, we should focus on starting from the conceptual coordinates of common domains, frameworks, and boundaries, and effectively connect ideological and political education and value dimensions. In terms of governance concepts, we should deeply grasp the topological mechanism at

the level of symbols, consumption and space, and promote the systematic reform of "Chinese traditional culture + ideological and political education".

2.1. Topologization of cultural symbols to enhance the aestheticizing effect of ideological education

To promote aesthetic governance at the level of cultural symbols, it is necessary to make up for the disorder of text generation under the platform's data stirring with imported topology, and to enhance the aesthetic connotation of traditional Chinese culture for Civic and Political Education by perfecting the framework construction and optimizing the boundary regulation [14].

Enhance the aesthetic level of digital platform framework construction. Aesthetic governance emphasizes the creation of positive imagery of the cultural environment on the basis of human-centeredness. The database construction of the platform can import more cultural materials with traditional Chinese culture, unite content creators, digital culture researchers and algorithm developers, and continuously optimize the recognition and recommendation logic on the basis of the existing model, in order to gradually incubate and generate aesthetic symbols for Civic and Political Education that embody the values of the times and highlight the cultural connotation, and to promote high-quality Civic and Political Education. The terminals and interfaces of smart devices need to further strengthen humanistic care and aesthetic considerations, focus on integrating push content that meets the needs of different groups and guides aesthetic interests, and play the role of gatekeeper for the interface and information flow. Second, mainstream aesthetics should be introduced into the basic coordinates of boundary regulation. Under the continuous cultural production of intelligent generation and algorithm distribution, governance practice cannot be carried out in a "one-size-fits-all" manner, but to enhance the awareness of "stirring" of value elements and aesthetic elements, enhance the combination of niche cultural forms and positive energy themes, stories, and characters, fit the labels, topics and dialogue modes of cultural circles, integrate into existing aesthetic types, and imperceptibly affect user cognition. In addition, ideological and political education should strengthen the "curatorial" ability to explore and display UGC with positive influence in popular culture, highlight the independent voice of users, drive the platform visibility of relevant in-depth content, and then promote public acceptance.

2.2. Cultural Consumption Topologizing and Enhancing the Value-Led Awareness of Civic and Political Education

Bennett has highlighted the relationship between aesthetic habitus and governance discourse from the perspective of modern aesthetics, pointing out that the habitus of different personality structures is the basis for distinguishing governance styles. Utilizing the algorithmic guidance of digital platforms, propaganda-type and profit-type subjects can combine the logic of commerce with the logic of traditional Chinese culture in order to realize the topology of effectiveness, fit the consumption habitus of student users, and thus enhance the positive guiding force of the cultural content of ideological and political education as well as the social public welfare. All along, the platform environment's reinforcement of the commercial nature of information has squeezed the communication space of mainstream culture, making it in a marginalized position. Cultural propaganda work can be the quality cultural content with certain communication barriers to the surface topology, using the traffic economy to mention the reach rate. For example, in recent years, traditional cultures such as non-heritage have been increasing their visibility on platforms by means of "cultural creation and derivation" and "live broadcasting with goods".

2.3. Topologizing cultural space and constructing a positive interaction community for ideological education

Space is the carrier of governance. Civic education should grasp the whole picture and engage in participatory topology, so as to break down the barriers of traditional Chinese cultural space and

promote the construction of a community of interaction that unites consensus and generates identity.

Open up the path of dynamic cultural governance in the whole process. The differentiated and fragmented behaviors of multiple subjects on digital platforms are elusive, and the multiple rounds of dialogue in cultural production are prone to accidental transformations. In the face of a highly interpenetrating and fluid space of cultural interaction, the governing body can use intelligent analytical tools to expand the methodological paths of empirical induction, model deduction, and simulation to analyze the laws of development and evolution of the cultural space of digital platforms, and control and guide them at important nodes. Governance activities should pay timely attention to the initial conditions and influencing variables of various types of group dialogues, and promote collaborative governance among content regulators, platform operators, industry associations, mainstream media, opinion leaders, and other subjects, in order to play an effective intervention role at the level of traffic control and comment guidance.

3. Research on the value of traditional Chinese culture in infiltrating Civic and Political Education

3.1. Variable design and research hypotheses

According to relevant information, the design variables of this paper are as follows:

Teaching philosophy: reflecting the combination of knowledge nurturing function and Civic and political education A4, reflecting the combination of special value of course Civics and Civic and political education A5, reflecting the combination of teachers' mission and Civic and political education A6.

Teacher ethics: reflecting the combination of educational commitment and Civic-Political education A7, reflecting the combination of student responsibility and Civic-Political education A8.

Teaching process: reflecting the combination of academic depth and Civic-Political education A9, reflecting the combination of knowledge breadth and Civic-Political education A10, reflecting the combination of knowledge transformation and Civic-Political education A11.

Teaching effect: reflecting the combination of ideal belief and Civic and political education A12, reflecting the combination of collective participation and Civic and political education A13, reflecting the combination of learning and practice and Civic and political education A14.

3.2. Research methodology

The questionnaire survey method is a method that facilitates quantitative measurement by turning the content to be investigated into a series of measurable and organically linked indicators. In this paper, we used the questionnaire survey method to collect data, generated the questionnaire through the online research platform Questionnaire Star, and sent the questionnaire link to the students, inviting them to fill in the questionnaire. The survey lasted 40 days, 195 questionnaires were received, excluding invalid questionnaires (filling time less than 60 seconds or more than 450 seconds and the same option for scale items), 172 questionnaires remained, with a valid questionnaire rate of 88.2%. Among the interviewed students, 48.7% were male, 51.3% were female, and 89% were juniors.

4. Data analysis and results

4.1. Scale Reliability

Table 1 shows the results of the scale reliability test. Scale reliability was measured using Cronbach's α , α which needs to be between 0.7 and 0.98, below which the scale has low reliability. The α coefficients of teaching philosophy, teacher moral demeanor, teaching process, and teaching effect are all greater than 0.8, which has a high reliability.

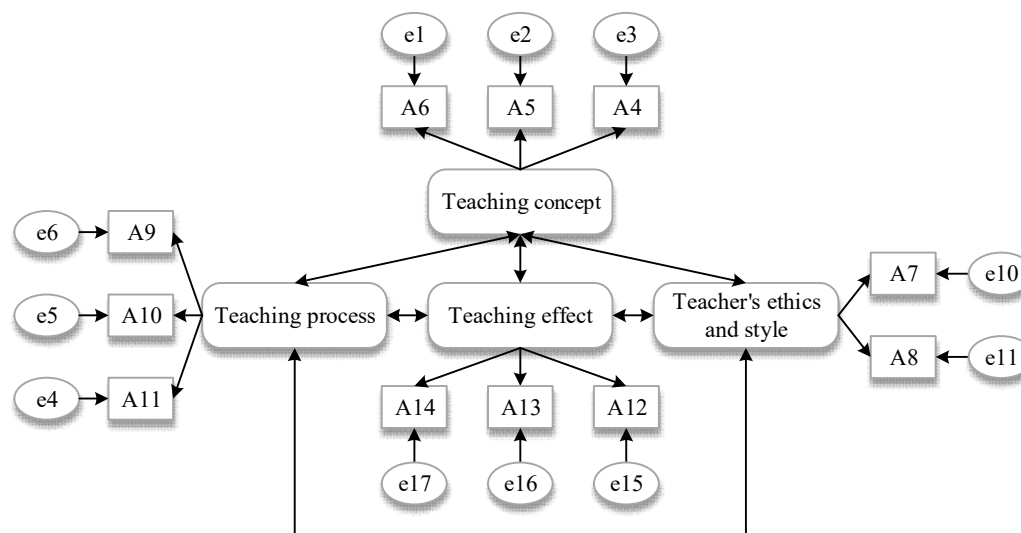
Table 1. Scale rating

Scale	Index number	Mean	Cronbachs α
Teaching concept	3	5.59	0.907
Teacher's ethics and style	2	6.42	0.915
Teaching process	3	5.93	0.929
Teaching effect	3	5.76	0.945

4.2. Modeling of structural equations

4.2.1. Models and equations. Figure 1 shows the structural equation model of student course civics in higher education. Where square boxes represent explicit variables and ovals represent latent variables [15].

The structural equation model was assessed using a two-step approach, with the first step assessing the measurement model and conducting a validated factor analysis of the scale, and the second step assessing the structural model and testing the path coefficients.

**Fig. 1.** The equation of the evaluation of the political effect

4.2.2. Validation factor analysis. The measurement model was analyzed using a validated factor analysis to assess the convergent and discriminant validity of the scale, and the results are shown in Tables 2 and 3, respectively. The loadings of all measures in Table 2 were significant ($t > 2$), and the POVEI, the proportionality index of variance extraction, was greater than 0.5 in Table 3, indicating that the scale had convergent validity. The squared correlation coefficients of the variables were less than the POVEI, and the scale had discriminant validity.

Table 2. Measurement model results

Scale	Index	Index load (	S.E	t value
Teaching concept	A4	0.79	0.065	9.17
	A5	0.88	0.078	11.17
	A6	0.83	0.082	8.39
Master style	A7	0.89	0.085	9.97
	A8	0.95	0.049	10.73
Teaching process	A9	0.92	0.504	11.07

Teaching effect	A10	0.84	0.384	7.61
	A11	0.79	0.419	14.32
	A12	0.84	0.037	10.3
	A13	0.81	0.021	6.11
	A14	0.79	0.066	9.34

Table 3. Verification factor analysis

Scale	Teaching concept	Master style	Teaching process	Teaching effect
Teaching concept	0.79			
Master style	0.37	0.84		
Teaching process	0.29	0.33	0.76	
Teaching effect	0.41	0.24	0.18	0.82

This paper discusses the relationship between the teaching concept, teaching process, teaching effect, teacher moral character and curriculum civics in the process of curriculum civics construction, the four dimensions belong to the subjective cognition, which is more difficult to measure, and through the pre-literature review, structural equation modeling not only evaluates the pre-constructed ideal model, but also tests the rationality of the conceptual model and discusses the authenticity of the constructed model. Therefore, using structural equation modeling and based on the covariance and covariance significance test, variance and its significance test, and structural model fit index of the exogenous variables are discussed to explore the influencing factors in the process of the construction of curriculum Civics.

4.2.3. Regression coefficient path. Table 4 shows the regression coefficient paths. Ninety percent of the standardized path loading coefficient coefficients of the selected 11 observed variables are greater than 0.99 ($p < 0.001$), indicating that all 11 observed variables of this 4 latent variables explain the latent variables to a greater extent, and that the overall validity level of the model is high.

Table 4. Regression diagram

Path	Path	Non-normalized path coefficient	S.E.	C.R.	P	Standardized path coefficient
A6	←	1				0.976
A5	←	1.056	0.035	31.275	***	0.973
A4	←	0.945	0.037	25.128	***	0.943
A11	←	1				0.958
A10	←	1.012	0.037	26.326	***	0.969
A9	←	1.005	0.045	22.653	***	0.945
A7	←	1.002				0.962
A8	←	0.962	0.045	22.509	***	0.943
A12	←	1				0.975
A13	←	1.025	0.038	27.776	***	0.965
A14	←	0.043	0.096	0.428	0.675	0.038

4.2.4. Model fit analysis. All five paths between latent variables passed the significance level test of 0.001, as shown in Table 5.

Table 5. The hypothesis test results between the various latent variables

Path		Estimate	S.E.	C.R.	P	
Teaching concept	↔	Teaching process	0.455	0.064	7.224	***
Teaching concept	↔	Master style	0.465	0.066	7.263	***
Teaching process	↔	Master style	0.443	0.061	7.235	***
Teaching process	↔	Teaching effect	0.456	0.064	7.266	***
Master style	↔	Teaching effect	0.434	0.063	7.077	***
Teaching concept	↔	Teaching effect	0.442	0.064	7.092	***

As can be seen from Table 6, the results of the index evaluation of the fit parameters of the structural equation model are satisfactory, and the absolute fitness statistics CMIN/DF, RMSE, RMR, GFI, AGFI, and NCP conform to the model reference standard, and the index evaluations are all satisfactory. The value-added fitness statistics NFI, RFI, IFI, GFI, TLI meet the model reference standard. The PNFI and PGFI were 0.656 and 0.591, and the index evaluation results were favorable.

Table 6. Model fitting index

Statistical inspection quantity	Fit index	Numerical value	Reference standard	Exponential evaluation
Absolute fitness statistics	CMIN/DF	2.175	1,3	Coincidence
	RMSEA	0.034	<0.1	Coincidence
	RMR	0.015	<0.05	Coincidence
	GFI	0.961	>0.9	Coincidence
	AGFI	0.964	>0.9	Coincidence
	NCP	0	<0.01	Coincidence
Incremental evaluation	NFI	0.949	>0.9	Coincidence
	RFI	0.925	>0.9	Coincidence
	IFI	0.966	>0.9	Coincidence
	GFI	0.967	>0.9	Coincidence
	TLI	0.948	>0.9	Coincidence
Contracted fitness index	PNFI	0.656	>0.5	Coincidence
	PGFI	0.591	>0.5	Coincidence

4.3. Results of empirical analysis

If the covariance estimate between the latent variables is not zero, it means that there is a significant covariance between the latent variables; if the covariance of the two variables reaches significance, it means that the correlation coefficient between them is significant.

The path coefficients of teaching philosophy to teacher moral character, teaching philosophy to teaching effectiveness, teaching philosophy to teaching process, teaching effectiveness to teaching process, teaching effectiveness to teacher moral character, and teacher moral character to teaching process are 0.95, 0.91, 0.93, 0.97, 0.92, and 0.97 respectively.

The path coefficients between each latent variable are all greater than 0.9, indicating that another higher-order common factor may exist between these four, and since the four latent variables are highly correlated, it is more appropriate to use the diagonal cross CFA model.

A systematic analysis of the path factors affecting the construction of curriculum Civics was carried out to summarize the 11 factors with the most obvious weights, and the SPSS software was used to analyze the reliability and validity of the hypothetical model and the sample data, and the AMOS structural equation software was used to obtain the adapted structural equation model by fitting, correcting, and refining the model. By interpreting the standardized model diagram, it was found that the most significant factors influencing the construction of curriculum Civics were the combination of teacher's mission ($p < 0.001$, path coefficient of 0.98), ideal belief ($p < 0.001$, path coefficient of 0.98) and Civics education in the teaching philosophy.

In Chinese traditional culture, there are many elements of curriculum Civic and political education, such as the cosmology of the unity of heaven and man and the law of nature of Taoism; and the value pursuit of people-oriented and helping the world to live. In the process of the construction of curriculum Civics, it is necessary to reflect the fit between traditional Chinese culture and materialistic dialectics, the unity of modern science and humanities, and the unity of professional ethics and values, so as to form the style and characteristics of curriculum Civics with the characteristics of traditional Chinese culture.

5. System dynamics flow chart analysis

5.1. Concepts of System Dynamics

System dynamics (SD) is based on system theory, cybernetics and information theory, and reflects the flow and change of material and capital in the system through feedback, so as to recognize the system and solve system problems [16].

System dynamics believes that the internal structure of a system is the main reason for its behavioral characteristics, while the behavioral patterns are mainly influenced by information feedback. System dynamics to the overall view and system thinking to analyze the research object, clear research object itself and the outside world of the demarcation line and communication points, communication points are mostly to ensure the normal operation of the system as a whole of the inflow and outflow of information, resources; the existence of the internal elements of the system is a close, inseparable link, this link through the cause and effect of the feedback loop qualitative description of the existence of feedback mechanisms that make the whole system shows dynamics If the system is able to quantitatively run dynamically and get the results, it is necessary to further construct the system dynamics flow model, add the relationship equation between the variables, the initial value and development trend of some of the variables can be determined by the decision makers, and the rest of the variables are calculated by the system itself, through the form of the computer simulation form to simulate the evolutionary development trend of the real world in sufficient quantities, combined with the structural characteristics of the system, and analyze the emergence of various dynamic behaviors in a series of dynamic behaviors. Through this form of computer simulation, the evolutionary development trend of the real world is simulated sufficiently, combined with the structural

characteristics of the system, the reasons for the emergence of various behavioral characteristics are analyzed from a series of dynamic behaviors, and finally, the structure of the system model is adjusted according to the results of the analysis or the parameters of the relevant variables are changed until the system structure is designed well. Solutions.

Compared with traditional policy simulation models, such as LEAP, CGE, etc., System Dynamics can deal with the problems of nonlinear dynamic systems, and is known as the “policy laboratory”. At present, system dynamics has been applied in many fields, such as social economy, enterprise management, energy policy management, and transportation.

5.2. *Modeling process of system dynamics*

5.2.1. Clarifying research objectives. Fully understand the system to be studied, through data collection, investigation and statistics, clarify the specific problems of the system to be studied, that is, what the problems are and why they become problems, whether they are slow development, low efficiency, environmental pollution or lack of funds, high costs, inaccurate plans, etc., and clarify the relationship of mutual constraints and dependence between the systems within the system, and find the salient points of contradiction and key links, so that we can use this as a breakthrough to design and study the system. In order to use this as a breakthrough to design and study the system.

5.2.2. Establishment of system boundaries. Determine the scope of the system boundary, i.e., what kind of system specifically is ready to be analyzed and modeled by system dynamics, which can be the economic, social, ecological and other systems at the national level, the industries, trades and their development, control and other systems in various fields at the meso-level, regional and provincial levels, or the enterprise system at the micro-level. The number and relationship of feedback loops may change for different system boundaries, different internal factors and external influences of the system, and different degrees of system refinement.

5.2.3. Causation analysis. Combined with the research objectives and determined system boundaries, the system is divided into several components, each part can complete its own independent function, while there is an interconnection between the various parts, and it is this connection that allows the parts to continue to operate, and it is necessary to determine the causal relationship between all the elements within the sub-systems, to further clarify the structure of the causality-based feedback loop, and ultimately to obtain the complete causal feedback loop model [17].

Drawing the system flow diagram and adding quantitative equations for each variable. Among them, drawing the system flow diagram is a key step in the process of establishing the dynamic simulation model of the system, which uses structural symbols to represent the system variables and interrelationships graphically, distinguishes the variables into cumulative variables, velocity variables and auxiliary variables by analyzing the dynamic characteristics of the variables, and constructs a quantitative model of the system dynamics through the equation relationship between the variables in order to realize the dynamic simulation simulation.

5.2.4. Model simulation. In order to run the above completed system flow chart, it is still necessary to add the starting time, initial conditions and termination time in the model, set the simulation time step (e.g., year, quarter, month, day), and the initial conditions can be determined according to the historical data, the development trend and the actual situation, and then carry out the simulation. The simulation can get the corresponding simulation values and charts, compared with the obtained historical data, combined with the research objectives, to analyze whether the simulation data is in line with the actual objective laws, if not, from the system structure and parameter settings to find the reasons for the corresponding adjustments to improve, and repeated tests and adjustments, to ensure

that the system simulation can be a complete and accurate and reasonable reflection of the operation of the real world.

5.2.5. Analysis of results. Multiple predictive scenarios are designed and tested according to the research objectives, simulated using the model, qualitatively analyzed and ensured that the computer model system behavior is basically in line with the theoretical studies without major deviations, and the quantitative simulation results are analyzed to reduce the problems and from which the optimal scenarios are selected.

In summary, the system dynamics modeling process is shown in Figure 2.

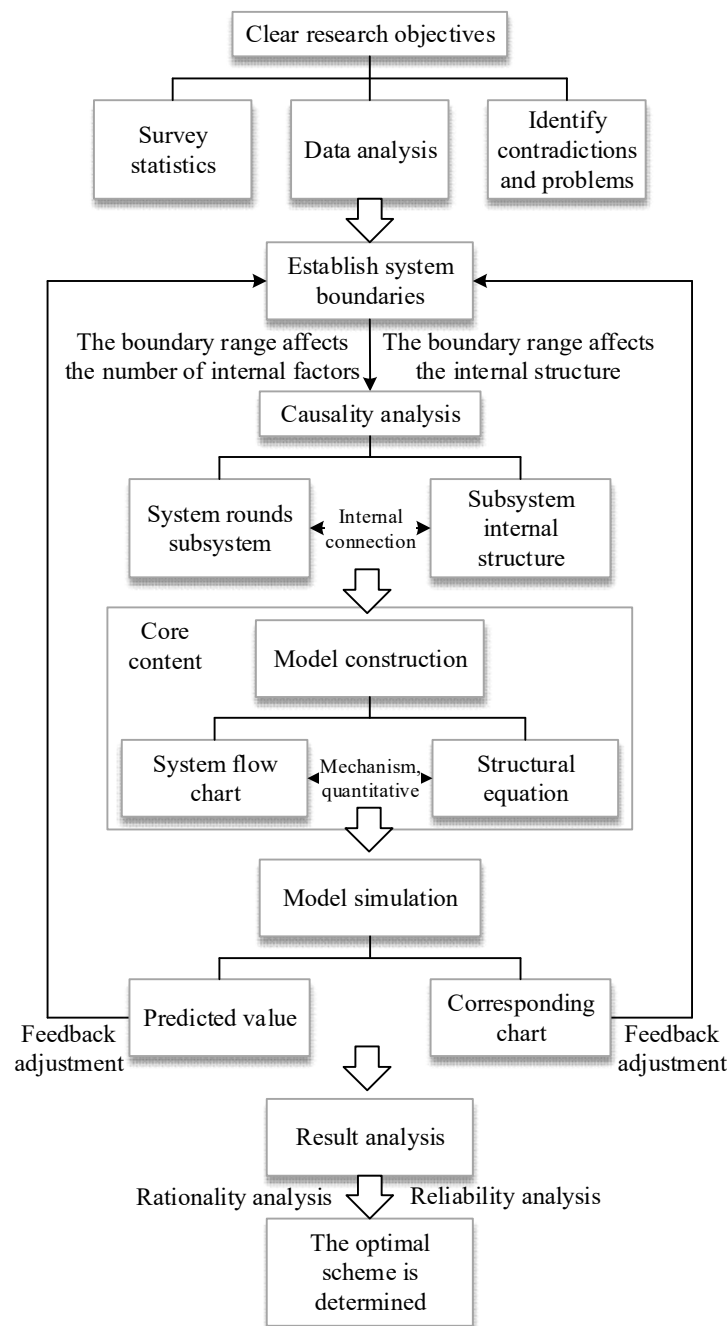


Fig. 2. Modeling steps of system dynamics

5.3. *Mechanism of Traditional Chinese Culture Infiltrating Civic Education Based on SD*

The system of Chinese traditional culture and ideology education covers various elements such as macro policy, social environment, main body of educating people, teaching content, etc. The organic composition of each element constitutes the structural and functional characteristics of the system. According to the causal feedback relationship between external factors, internal factors and factors between the two, we will explore the causal relationship that affects the system from the external and internal environments of the Chinese traditional culture and ideology education, and then we will interpret the The mechanism of the function of traditional Chinese culture ideological and political education is explained.

5.3.1. Causal diagram of value penetration of traditional Chinese culture ideological education. The cause and effect diagram in system dynamics is drawn based on the positive and negative feedback between various elements in the modeling and analysis stage of a system. Due to the large number of elements in the system, the relationship is intricate and complex, the direction of input or output is represented by directed arrows between the variables, and "+" and "-" indicate positive and negative feedback, respectively, so there will be a number of directed positive and negative cause and effect chains in the causal diagram, and if the flow to two factors increases or decreases at the same time, this chain is a positive feedback chain, and vice versa, it is a negative feedback chain. The flow to the two factors at the same time increase or decrease at the same time, then this chain is a positive feedback chain, and vice versa is a negative feedback chain. Macro, from the system wholeness, the external environment of Chinese traditional culture ideological education constitutes the external factors, and the internal environment constitutes the internal factors, drawing the causal diagram of the relationship between the internal and external factors of the education system, as shown in Figure 3.

Microscopically, from the system hierarchy, analyze the mechanism of the role between internal factors of parenting in college and university civic and political education, and draw the causal diagram of the relationship between factors of traditional Chinese culture and civic and political education, as shown in Fig. 4.

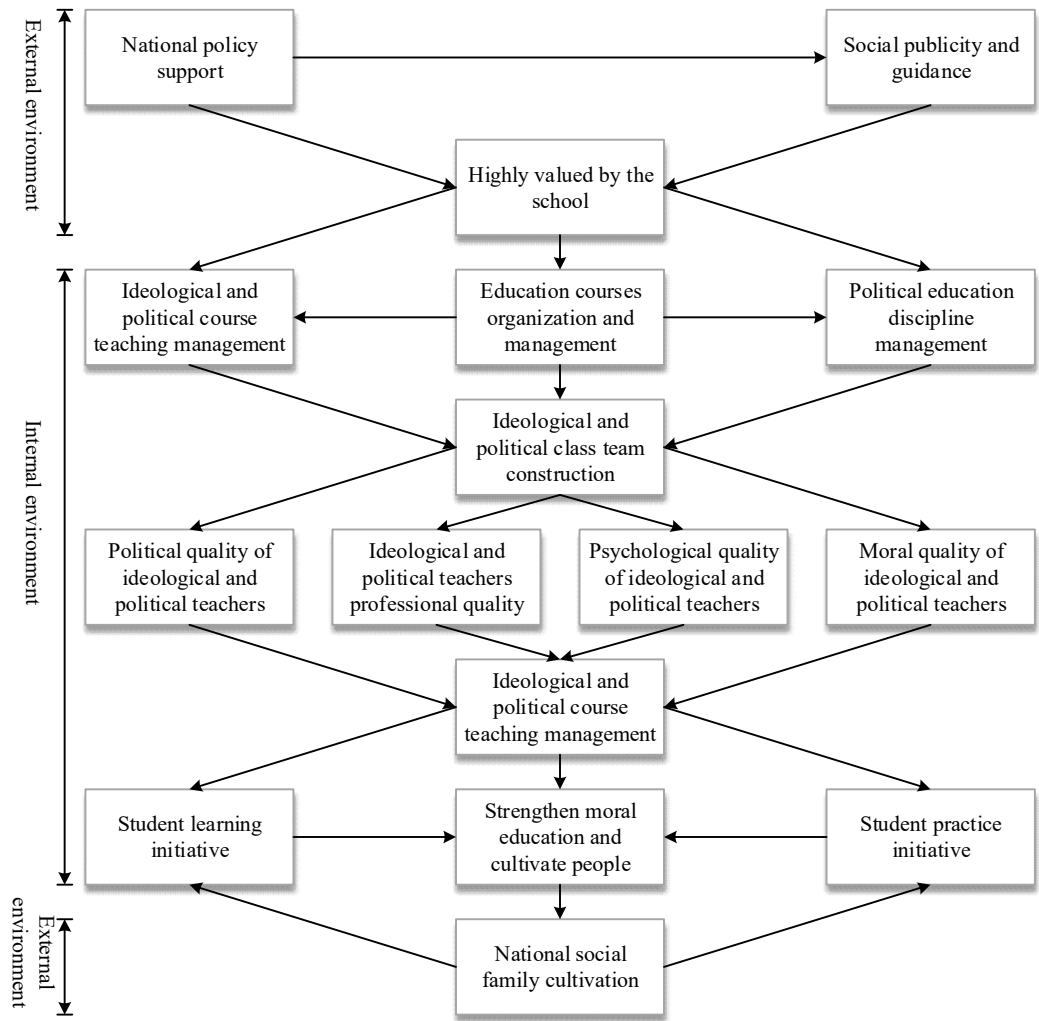


Fig. 3. Thinking politics is a cause and effect

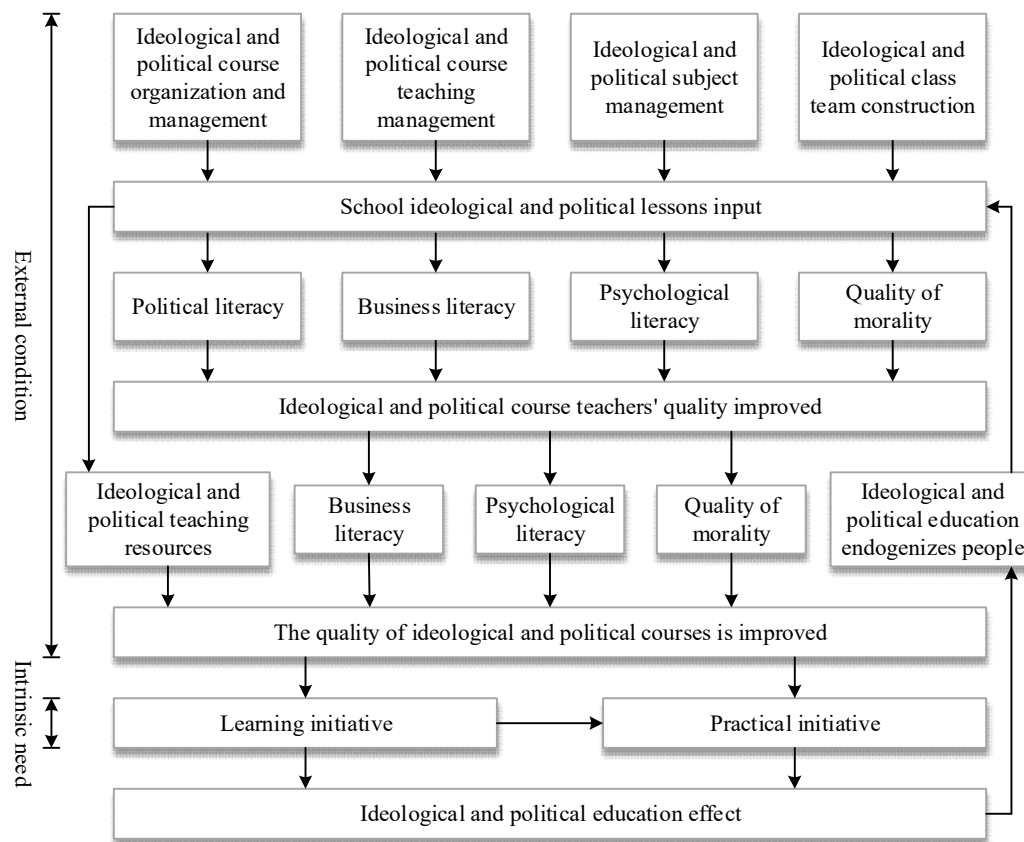


Fig. 4. Thinking politics is a cause and effect

5.3.2. Causal Analysis of Value Penetration in Chinese Traditional Cultural Civic and Political Education. First, the nonlinear relationship between variables in the causal diagram. The relationship between the many factors affecting the cultivation of people in the Civics and Political Science courses in colleges and universities is not a simple linear relationship, but a complex non-linear relationship. In the system, the amount of inputs to the Civics class in colleges and universities is the independent variable, the effect of educating people in the Civics class is the dependent variable, the improvement of the quality of the Civics teacher team, the improvement of the quality of the Civics course, and the amount of teaching resources in the Civics class are the process variables, and the other factors are the control variables or auxiliary variables. The effect of educating people in Civics and Political Science courses in colleges and universities is formed by the above variables coupling and interacting with each other, through the stimulation of external conditions and the stimulation of internal needs.

Second, the logical relationship between variables in the causal diagram. There are mainly two types of closed loops in the causal diagram, and all of them are positive feedback relationships. In terms of synergy among educators, courses, and educated people: the amount of investment in Civics courses in colleges and universities increases, the quality of Civics teachers improves, the teaching quality of Civics courses is enhanced, students' learning initiative and practicality are improved, and the effect of Civics on people is enhanced, which in turn promotes the amount of investment in Civics courses in colleges and universities through the internalization of the amount of Civics courses. In terms of the synergy of education forms, Civics classes and educated people: the input volume of Civics classes in colleges and universities increases, the teaching resources of Civics classes increase, the teaching environment, venues, and resources are improved, the students' learning initiative and practice are improved, and then the input volume of Civics classes in colleges and universities is promoted through the amount of internalization.

Third, the multiple feedback relationship between variables in the causal diagram. Internal and

external factors interpenetrate each other, and there is more than one feedback chain for each type of factor; thus there is a multiple positive feedback relationship between variables. When a certain factor undergoes a qualitative or quantitative change, it will have a great impact on other factors and even the overall system. Thus, the parenting system of the ideological and political courses in colleges and universities has formed a multiple feedback parenting mechanism between various dimensions and between the whole and the local.

5.4. Simulation Analysis of Value Penetration of Civic Education

5.4.1. Results of simulation runs of the model for given values of parameters. Vensim software is utilized to carry out simulation, the simulation interval is 2015~2025, and the simulation step size $DT=1$. Among them, 2015~2024 is the realistic fitting of historical years, and 2025~2030 is the trend prediction of planning years. Due to the large number of parameters in the system flow diagram, this study mainly takes the structure of funding input for civic and political education, the annual growth of funding, the structure of the managerial team, and the incentive policy variables as examples of modulation simulation, to observe the dynamic change relationship of the value penetration of civic and political education under the different combinations of strategies. According to the research data on the value penetration of ideological and political education in a university, each variable of the model is assigned a value, and according to the actual statistics, the proportion of funds invested in the ideological and political education team, student training, infrastructure, resource construction, and teaching and learning applications in this university is about 0.05:0.05:0.70:0.10:0.10, and the growth rate of the normal annual funding is about 15%, the proportion of management personnel with postgraduate qualifications is 0.45, and the influence factor of incentive policy is 1. The simulation results are shown in Figures 5 to 9. Subsequently, a total of four strategy regulation programs are set A, B, C and D, and the parameter values are shown in Table 7.

Table 7. The control parameter of strategy

Regulatory parameter	Strategy A	Strategy B	Strategy C	Strategy D
Training input coefficient of talent team	0.15	0.15	0.15	0.15
Information students cultivate the input coefficient	0.15	0.15	0.15	0.15
Investment coefficient of infrastructure construction	0.45	0.45	0.45	0.45
Information resource construction input coefficient	0.2	0.2	0.2	0.2
Information teaching input coefficient	0.25	0.25	0.25	0.25
Normal annual growth rate	15%	25%	25%	25%
Proportion of graduate degree administrators	0.5	0.5	0.9	0.7
Incentive policy on the influence factors of informationization teaching	1	1	1	1.5

Finally, the different strategies are simulated sequentially. The dynamic changes of the simulation results of the number of civic education managers, the total value of civic education fixed assets, the number of civic education personnel, the total amount of civic education resources construction, and the level of educational civic education are shown in Fig. 5 to Fig. 9, respectively.

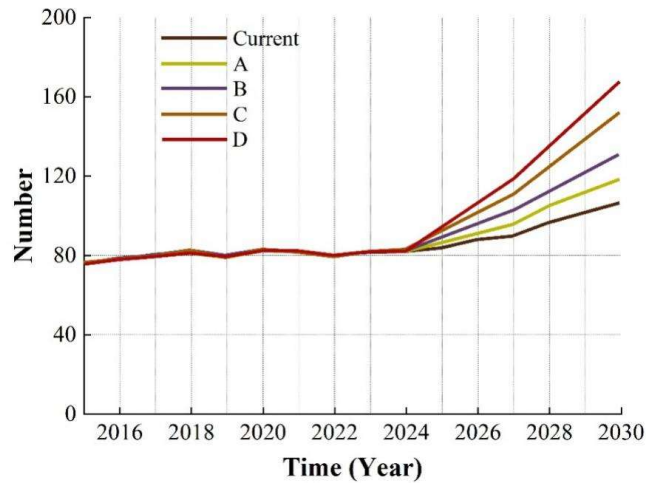


Fig. 5. The number of people who are thinking about the education manager

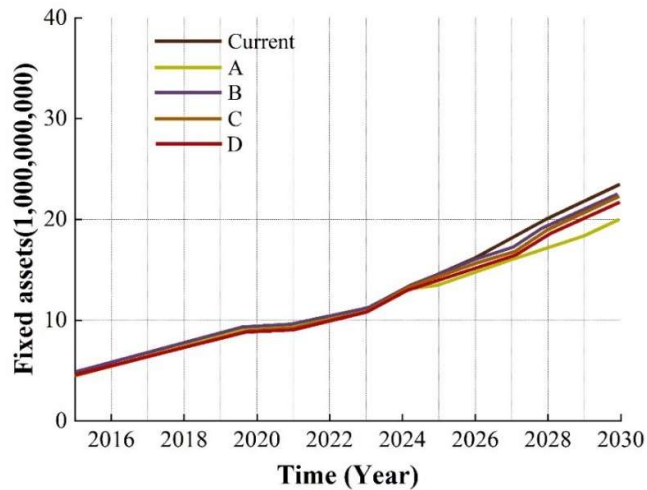


Fig. 6. The value of the fixed assets of education

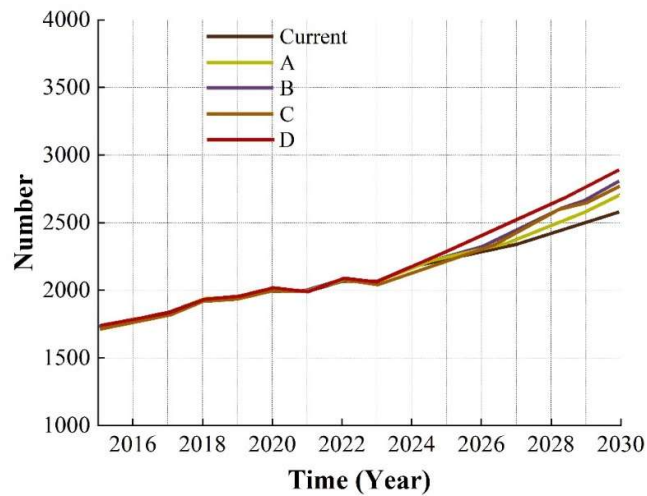


Fig. 7. The number of people in the education talent team

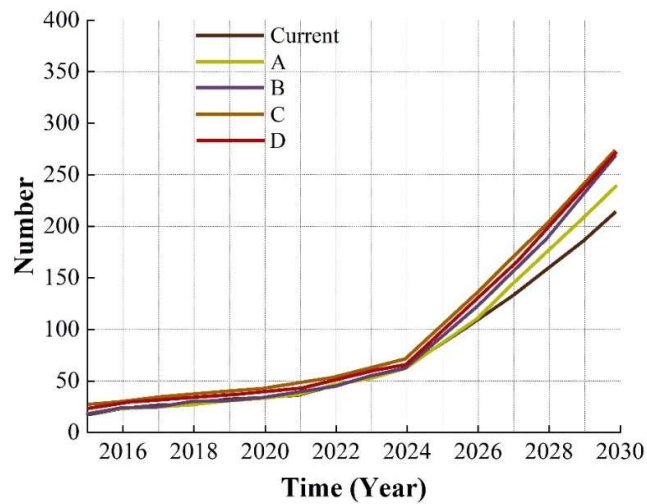


Fig. 8. The total amount of education resources

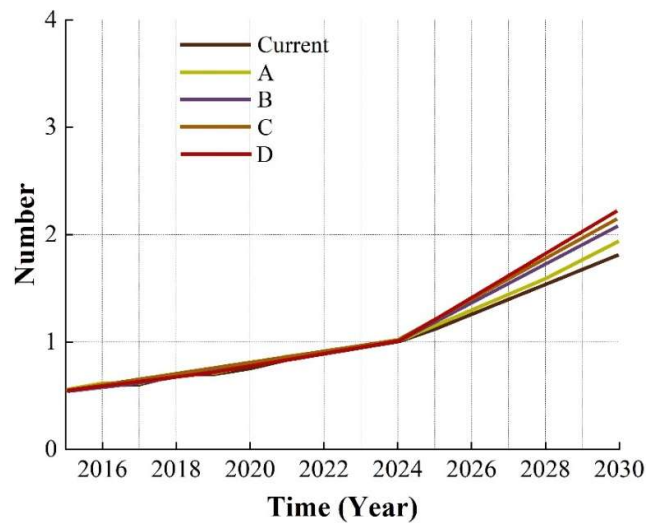


Fig. 9. The level of Thinking Education

5.4.2. Strategy Simulation Analysis. Strategy A: Adjust the structure of the investment of funds for civic education. Adjust the parameters from the actual 0.05:0.05:0.70:0.10:0.10 to 0.10:0.10:0.40:0.15:0.25, and the simulation results are curve 2 in the figure respectively.

Strategy B: Increase the annual growth of investment in Civic Education. The values of other parameters are unchanged compared with Strategy A. Only the normal annual growth rate of funding input for Civic and Political Education is increased from 15% to 25%, and the simulation results are curve 3, respectively.

Strategy C: Adjust the structure of Civic and political education management personnel. There is no change in the values of other parameters compared with Strategy B. Only the proportion of managers with postgraduate education is raised from 0.5 to 0.9, and the simulation results are curve 4 in the figure.

Strategy D: Strengthen the establishment of supporting policies and systems. The values of other parameters are unchanged compared with strategy C. Only the influence factor of incentive policy on teaching is raised from 1 to 1.5, and the simulation results are curve 5 in the figure, respectively.

The simulation results are analyzed as follows:

1) From the simulation results, it can be seen that higher education civic education is a dynamic development process that continues to rise. In the previous period, the school invested a lot of special

funds to carry out the construction of the basic environment, including the construction of campus computer network system, digital library literature and information guarantee system, modern education technology digital comprehensive teaching support system, etc. The level of educational civic and political education rises slowly; after the financial investment, policy support and incentives, the overall level of the civic and political education rises significantly.

2) From the historical data, it can be seen that the school did have the phenomenon of emphasizing hard over soft and unbalanced allocation of funds in the past. The simulation results of Strategy A, which reduces the financial investment in infrastructure and increases the financial investment in teaching and resources, indicate that the level of educational civic education increases or decreases after adjusting the structure of financial investment in civic education.

3) Continuous capital investment is the most important prerequisite guarantee in the work of ideological education in colleges and universities. Strategy B increases the total investment of funds for civic and political education and raises the annual growth rate of funds from 15% to 25%, and its simulation results show that it has a positive effect on the fixed assets of civic and political education, the construction of human resources, the teaching of civic and political education, the cultivation of students, and the construction of resources.

4) Strategy C raises the proportion of graduate students in the management of civic and political education from the actual 0.5 to 0.9, and its simulation results show that the management of civic and political education, the construction of talent team, the construction of resources, the teaching of civic and political education, the cultivation of students, and the level of educational civic and political education are all increased with it.

5) Strategy D increases the incentive policy impact factor from 1 to 1.5, and its simulation results show that it can promote the management of civic education, teaching of civic education, student cultivation, and the construction of human resources, so as to improve the level of educational civic education.

6) The simulation results show that the elements of the value penetration of traditional Chinese cultural civic education are interrelated, and as the feedback loop listed earlier in this study, changing the value of a parameter of the system will affect multiple variables. The level of educational civic and political education is not affected by a single factor only, but by the combined effect of multiple factors. Therefore, in the process of system development, the relationship between the whole and the local should be correctly handled to realize the rational allocation of resources and coordinated development.

6. Conclusion

In this paper, from the perspective of cultural topology, the influencing factors and paths of the value penetration of traditional Chinese culture ideological and political education in history education. The analysis found that the most significant influencing factors of the value penetration of traditional Chinese culture Civic and political education were the mission of teachers in teaching philosophy ($p < 0.001$, path coefficient of 0.98), and ideal beliefs ($p < 0.001$, path coefficient of 0.98). The elements of the value penetration of traditional Chinese culture's political thinking education are interrelated, and the investment of funds and the degree of digitization all have a positive impact.

Traditional Chinese culture contains a large number of elements in the course of ideology and politics, such as the cosmology of the unity of man and heaven and the law of nature, and the value pursuit of people-oriented and helping the world to live. It should be combined with the theory of cultural topology to enhance the effect of aestheticization of ideological education, improve the value guidance consciousness of ideological education, and realize the silent value penetration of traditional Chinese culture in ideological education.

About the Author

ShunwurituNa was born in Inner Mongolia, P.R. China. I graduated from Inner Mongolia Normal University, and my research direction was History. Currently, I am working at Inner Mongolia Minzu Preschool Education College and serving as the deputy director of the Department of Preschool Education.

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