

Research on the Innovation and Breakthrough of Ideological and Political Education in Colleges and Universities

Ming Li

Tianjin Sino-German University of Applied Sciences, Tianjin, 300350, China

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Abstract: When implementing the talent training goal, colleges and universities should not only cultivate the professional skills of talents, but also cultivate the personal thoughts of talents. In essence, the ideological and political education in colleges and universities is the construction of the style of study in colleges and universities. Through appropriate teaching work, students can have a correct view of the three aspects. However, at present, most universities still have many difficulties and problems when they carry out the ideological and political education for students. In addition, under the continuous influence of foreign unhealthy atmosphere, it is necessary to carry out more in-depth research in this regard, so as to truly complete the basic teaching task of "establishing morality and cultivating people".

1. Introduction

The ideological and political education of students is essentially an effective measure for colleges and universities to build a good style of study. Under the requirements of the new era, in order to implement the spirit of the Twentieth National Congress and promote the progress of college education and ideological and political work in the new era, more and more colleges and universities have recognized the "isolated predicament" of ideological and political education, so it is urgent to innovate the way of ideological and political education in colleges and universities. By carrying out breakthrough research based on ideological and political education, we can promote a more stable and rapid development of college education, so that ideological and political education in colleges and universities can bring greater results to the cultivation of students' thoughts and conduct. In this regard, this paper will discuss the difficulties of the ideological and political education of college students, and propose innovative ways to carry out the work of ideological and political education in colleges and universities.

2. The practical predicament of ideological and political education

2.1. Student problem: incorrect personal learning attitude

For our students, there is a big gap between the learning pressure of high school and college. Many students will study very hard in high school in order to get into an excellent university, especially in

the third year of senior high school. However, after entering the university, the university curriculum is not as full as that in the senior high school, and students are given enough time for independent learning in the university, which may lead to some students' incorrect personal learning attitude due to their lack of self-discipline[1].

In addition, for students, after completing college education, it means that they need to enter the society and start working to make money. However, many students do not know what they should do after graduation, so they will feel that they have no goals in their studies, which will also lead to a more diffuse learning attitude. In this case, even if the innovative education on students' ideology and politics is carried out based on the educational requirements of the new era, the ideological and political education work cannot play its due role because the students' personal learning attitude is incorrect.

2.2. School problem: the ideological and political education system needs to be optimized

In the higher education system of our country, the teaching staff who carry out the ideological and political management of students are often mainly ideological and political teachers and student counselors. Among them, student counselors are the key figures in students' study and life. Therefore, the level of students' ideological and political management possessed by student counselors will directly affect the normal development of students' management and ideological and political education in colleges and universities.

However, at present, most college student counselors do not have a deep understanding of students' ideological and political education work, and it is difficult to take various scientific and effective measures according to students' actual life conditions. The existing education implementation mode is more of a "form", and does not really put students' ideological and political education in place.[2] Moreover, many college student counselors also have certain problems in communicating with students, and even there will be counselors who delegate their responsibilities in the ideological and political education of students to students, and let class cadres carry out students' independent ideological and political education, which will also lead to inadequate, incomplete and unreasonable problems in the ideological and political education of students.

3. Developing ideological and political education in colleges and universities

3.1. The significance of general education

Because the professional courses fail to reflect the ideological and political education embodied in the courses, the ideological and political courses in colleges and universities are currently facing the "island" dilemma, and under the influence of this dilemma, they have become subjects with a weak sense of existence, so that students' ideological and political education can not get the actual educational effect. One of the reasons for such problems is that there are some problems in the current way of ideological and political education in colleges and universities. For example, some teachers have a prejudice against the ideological and political work and believe that the ideological and political education of students should be the work of ideological and political teachers or student counselors, which has little to do with professional teachers. Or they think that ideological and political education and professional course education are two different education systems, which cannot be carried out in professional courses. All these will lead to the poor effect of ideological and political education in colleges and universities.

Therefore, in order to solve the "island" dilemma of the above ideological and political courses, and to effectively implement the ideological and political education of students, we can try to carry out the ideological and political education model of the whole course in colleges and universities.

That is, ideological and political education in colleges and universities should not only be carried out by ideological and political courses, but should return to the responsibility of educating people in all professional courses and public courses, and implement the fundamental mission of moral education.

3.2. Measures for general education

Cultivating qualified successors of socialism is the ultimate goal of moral education in colleges and universities, as well as the goal of ideological and political education for students. When carrying out the task of ideological and political education in the whole curriculum, teachers should understand the basic relationship of ideological and political education in the whole curriculum, and thus carry out the work of ideological and political education in the whole discipline:

The first basic relationship is the relationship between teaching and educating people. The essence of teaching is to impart knowledge, so that students can learn professional skills and improve their personal knowledge reserves. The essence of education is to educate values and ideological and political education. Therefore, the deeper level of teaching is to educate people. Therefore, all courses are not the central courses that do not include value education. Each subject affects students' personal positions while teaching practical education knowledge. Therefore, teachers should pay attention to the ideological and political nature behind knowledge when imparting knowledge, selecting teaching materials, and preparing courses.

The second basic relationship is that teachers should understand the relationship between different types of courses and different teaching objectives. Generally speaking, the evaluation of ideological and political education is different from the simple evaluation of professional curriculum knowledge. Therefore, in the process of professional curriculum education, teachers cannot evaluate the effect of ideological and political education in the way of knowledge evaluation, but rather should evaluate the effect of ideological and political education from the aspects of students' behavior and personal performance, and grasp the differences between ideological and political courses and professional courses, in order to effectively integrate the ideological and political content into the professional curriculum content.

The third basic relationship is that teachers should consider the teaching relationship between ideological and political curriculum and ideological and political curriculum. The educational goal of curriculum politics is to cultivate talents with professional skills and correct political positions at the same time, while the educational goal of ideological and political curriculum is to cultivate people with correct political positions to make contributions to the country. Therefore, there are certain differences between the educational goals of the two, as well as homogeneous content. Therefore, in the process of education, students should not only pay attention to their personal development, but also pay for the country and the Party.

4. Implementing the cultivation of Marxist belief in colleges and universities

4.1. Significance of belief cultivation

"Belief" is the deepest mental skill rooted in the hearts of the masses, and is the firm belief of the masses in something, an idea or a thought. That is, "belief" is the spiritual support of people, the cultural backbone of the nation, and the foundation of a strong country. Based on this, as the main body of modern education in China, colleges and universities should be more duty bound to implement the cultivation of college students' beliefs in the ideological and political education work. From the ideological and political education as the starting point, they should become an important position to cultivate college students' Marxist, truly play the value and significance of the cultivation of Marxist beliefs, and strengthen the significance of ideological and political education in colleges

and universities.

4.2. Belief cultivation measures

When colleges and universities implement the cultivation of Marxist belief to effectively carry out the ideological and political education of students, they can try the following measures:

First, consolidate the theoretical foundation of belief cultivation. Colleges and universities should expand the educational methods of Marxist theory, and consolidate the theoretical foundation of students' learning of Marxist belief through more diversified learning methods and more interesting ideological and political classroom content. For example, combining the history of the scientific socialism movement with the development of modern society helps students objectively understand the reasons for the success of the Chinese revolution under the influence of Marxism, as well as the achievements of building socialism with Chinese characteristics, so that students can feel the practical significance of Marxism in the classroom and firmly remember the theoretical knowledge of Marxism when receiving the cultivation of Marxist belief, Strengthen students' belief in Marxism.

In addition, we also need to pay attention to the effectiveness of the teaching methods of cultivating Marxist belief, and avoid the over formalization or superficiality of teaching methods and teaching content, which makes students unable to correctly recognize the value of Marxism. Therefore, colleges and universities need to optimize the process of Marxist belief education, improve the system of Marxist belief cultivation, and carry out scientific management of Marxist belief cultivation, so that students can get correct and positive education guidance through scientific and reasonable teaching methods of Marxist belief cultivation, truly do a solid job of laying the theoretical foundation of Marxist belief cultivation, and meet the ultimate goal of ideological and political education.

The second is to construct the practice mode of belief cultivation. The key to strengthening students' Marxist belief lies not only in the cultivation of theory, but also in the implementation of theory in action. Nowadays, one of the problems in the cultivation of students' Marxist belief is that students cannot fully realize the reality and effectiveness of Marxism. Therefore, in the process of belief cultivation, it is necessary to practice theory, promote practical teaching of ideological and political courses, and build a practical model suitable for Marxist belief training. For example, colleges and universities can connect the campus with the society. By cooperating with the community and connecting with the patriotism education base, they can make students' Marxist belief learning no longer limited to the campus, but go into the society to feel the inherent spirit of the nation and the spirit of the times. We should guide students to deeply perceive Marxism in social practice, deeply understand the practical power of Marxism, and strengthen students' understanding of ideology and politics through their own way of observing society, understanding people's feelings, and serving the masses.

The third is to strengthen the education lineup of belief cultivation. Only when teachers can deeply understand the connotation of Marxism and firmly believe in Marxism can they point out the correct direction of belief for students and cultivate firm believers in Marxism. In this regard, colleges and universities can regularly or irregularly carry out Marxist training for the teaching staff, so that the energy source of teachers responsible for cultivating students' beliefs can continuously improve their professional quality and educational ability. Teachers can also improve their professional ability through the Internet and other channels, and they have profound Marxist theoretical education work and extensive Marxist cultural knowledge.

However, considering that the cultivation of college students' Marxist belief is an extremely complex educational project, it is inevitably difficult to rely solely on the faculty of the university to take full responsibility for the cultivation of college students' belief. Therefore, colleges and universities need to expand the line-up of Marxist belief cultivation and effectively play the practical

effect of "three all-around education". For example, we should cultivate students' faith in combination with peer recognition, guide more students to learn from the peer model by infiltrating Marxism into students' social exchanges, and establish excellent peer models, so as to expand the influence of Marxist faith in college students, implement students' party building based on Marxist faith, and strengthen the effectiveness of ideological and political education.

5. Conclusion

In general, through the research, it is found that there are certain factors that affect the implementation of ideological and political education for students in colleges and universities from the perspectives of students, schools and society. Based on the educational background of this era, this paper puts forward two innovative measures to carry out ideological and political education in colleges and universities: one is to carry out the mode of ideological and political education for all courses, through which to solve the "island" dilemma of ideological and political courses, so as to expand the teaching effectiveness of ideological and political courses; The second is to cultivate the Marxist belief of college students, and strengthen the correct cognition of college students on ideology and politics by making them have the correct belief.

References

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