

Research on the problems and countermeasures of ideological and political education for students in the new era

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Abstract: In the context of the new era, universities need to continuously strengthen their ideological and political education for university students, in order to better improve their talent cultivation and education level. This article summarizes the current situation of ideological and political education for university students in Xinjiang from the perspectives of improving the education system around core courses, introducing intelligent technology to showcase the characteristics of the times, and enriching the education team to ensure teaching strength. From the perspective of the dialectical unity of internalization and externalization of ideological and political education, it analyzes the problems in relevant work. Finally, in the end of the research, countermeasures and suggestions are proposed for relevant problems, to provide positive references for promoting the progress and development of related work.

Xinjiang Autonomous Region is located in the northwest border, with limited resource conditions for social and economic development, and the continuous efforts of high-quality talent echelons are indispensable and important factors for Xinjiang Autonomous Region to achieve innovation and development. Xinjiang universities shoulder the heavy responsibility of transporting high-quality talents to the autonomous region. Therefore, carrying out high-quality talent education is the top priority for universities in Xinjiang. Combined with the actual situation of student education management in Xinjiang universities, under the self-management-oriented education model, Xinjiang universities need to mobilize the subjective initiative of Xinjiang universities students by strengthening the ideological and political education work of university students, comprehensively improve Xinjiang's high The comprehensive results of the training and education of university students.

1. The current situation of ideological and political education for students in Xinjiang in the new era

In recent years, Xinjiang universities have adhered to the guidance of Socialism with Chinese Characteristics for a New Era, firmly implemented the fundamental task of establishing morality and cultivating people, and constantly promoting ideological and political education in universities to keep pace with the times and innovation. [1]Generally speaking, the development of relevant work

can be summarized as follows:

1.1. Improve the education system around the core curriculum

In the curriculum system construction plans of various schools, Xinjiang universities have generally established the construction and development of ideological and political education courses as the absolute core of the student quality education curriculum system, and have accumulated rich work in enriching curriculum content, innovative teaching methods, optimizing teaching materials and other aspects experience. Some universities have identified ideological and political education courses as a compulsory course for professional master's and doctoral courses; Some universities have specially organized the preparation of school-based textbooks and clearly identified the test results of school-based courses as important items for academic assessment; Some universities regularly organize special ideological and political courses to invite well-known experts, scholars and students from all over the country. The introduction of a series of measures has helped Xinjiang universities gradually establish a curriculum system of ideological and moral quality education for students with ideological and political education as the core, so that the majority of students can benefit for a long time.

1.2. Introduce intelligent technology to show the characteristics of the times

The progress and development of high and new technologies such as virtual reality technology and artificial intelligence technology have spawned many teaching applications with a sense of time and science and technology. Xinjiang universities took the initiative to introduce the R&D and application achievements of high-tech into ideological and political education classrooms, and intuitively show the changes brought by the development of high-tech to real life in front of university students by setting up VR experience courses in the school media center. Some universities move the mountains and rivers of the motherland to VR classrooms, allowing students to "witness" the development of the motherland with the help of VR resources; Some universities introduce the resources of Marxist theoretical education bases into the classroom, making fresh revolutionary cultural relics become "walking textbooks" and let typical models appear in textbooks. The emergence of high-tech equipment has broken the traditional understanding of university students' ideological and political education courses, enriched the learning experience, and improved the attractiveness of the classroom.

1.3. Enrich the educational team to ensure teaching strength

The development of the times, while quietly changing the social landscape, will also have a profound impact on people's minds over time. Young teachers who have grown up in the context of the new era have a more vivid understanding of the talent quality requirements put forward by the society in the new era. As the "seniors" who have just walked out of the ivory tower, they also better understand the psychological state of university students and the psychological demands of university students. Xinjiang universities continue to optimize the academic qualifications and title structure of teachers in ideological and political education teams through the introduction of talents and on-campus transfers. As of September 2023, there were 2,294 full-time and part-time ideological and political teachers and 3187 full-time and part-time counselors in Xinjiang universities. They have basically set up an elite team to meet the needs of current ideological and political education for university students, providing a solid "soft power" guarantee for the development of ideological and political education for university students in the new era.[3]

2. Problems existing in ideological and political education for university students in Xinjiang in the new era

Xinjiang universities have always attached great importance to students' ideological education. At this stage, universities have introduced corresponding ideological and political education work models for students based on their own characteristics, and have achieved certain positive results. However, from the perspective of the dialectical unity of internalization and externalization in ideological and political education, on the whole, the way of relevant work is relatively traditional, and there are still some problems in details such as ideological guidance, action education and effective supervision.

2.1. Thought guidance focuses on "introduction" and light "guide"

Maintaining the autonomy of university students in the learning and thinking process helps to better strengthen their thinking and understanding abilities. Ideological and political education is a systematic work based on solid theory. It is necessary to focus on the ideological consciousness of the educated, comprehensively observe and judge the ideological dynamics of the educated, start with effectively stimulating the active consciousness of the educated, guide the educated to externalize active consciousness into active behavior, and complete ideological and political Education is an educational activity that has a positive impact on the thoughts and behaviors of educates. Obviously, in the process of ideological and political education, educated people are still the main body of learning, and teachers still play the role of "guide scholars". However, compared with the role of "guide" in middle school, the "guide" played by ideological and political educators in universities need to stand at the height of "civil morality" and "civic responsibility" to carry out the specific work of ideological and political education. However, at this stage, university students are often accustomed to understanding the role and significance of receiving ideological and political education from the perspective of subject tasks. As a result, the results of ideological and political education they receive in schools can only stay on the surface, which can neither effectively stimulate the learning initiative of university students, nor fail to achieve the learning results into their minds.

2.2. The implementation of action education is "unsmooth"

Relevant work should be promoted under the daily education and teaching system, but practical teaching and practical activities should be carried out in response to the internalization of learning results. This means that relying solely on the traditional teaching system cannot meet the actual needs of complete ideological and political education. Therefore, universities need to carry out unique practical education courses based on their own characteristics and integrate action education into the framework system of ideological and political education. However, it is difficult for university students to recognize and understand the necessity of courses related to action education from the perspective of the necessity of ideological and political education, and it is difficult for them to obtain the deep recognition and active cooperation of most university students at the first time. Therefore, even if universities have formulated plans for action education, set up student associations to cooperate with ideological and political education, and invested in holding social practice activities with the theme of strengthening ideological and political education for university students, university students cannot understand the necessity of action education, and it is difficult to deeply understand the relevant practical activities even if they participate in it. In the profound significance, university students have a narrow understanding of the importance of ideological and moral education courses during their university years. Few university students can proactively view ideological and political education courses from the perspective of "civic education". In other words, it is difficult to easily

stimulate a sense of civic responsibility in social practice activities, and it is difficult to have the subjective will to actively refer to the requirements of civic morality for self-restraint and self-management because of participating in the thematic education activities organized by schools. The emergence of these situations will weaken the specific achievements of ideological and political education for university students in Xinjiang.

2.3. Effectiveness monitoring detached from daily life

Thought determines action, and mature thinking is the beginning of action optimization. So the growth of university students starts with the maturity of their "thoughts" and ends with the implementation of their "actions". In the process of ideological maturity, any factor such as politics, economy, society, technology, culture, etc. may have an impact on the 'ideology' of university students. [4] Once these influences interfere with the normal upward trajectory of "thought", these upward curves will immediately transform into parabolas, which have a profound negative impact on the learning implementation and final action of university students. In the process of promoting ideological and political education, it is necessary to closely monitor the ideological state and behavior of university students. Once it is found that there are obvious signs of "decline" in the thoughts and behavior of multiple university students, it is necessary to adjust the teaching methods in a timely manner. However, in the current stage of ideological and political education in Xinjiang universities, teachers can use written exams to accurately control the knowledge understanding of university students, but it is difficult to timely supervise the ideological and behavioral dynamics of university students. This situation where the achievements of ideological and political education can only be evaluated unilaterally can lead to the illusion that university students' thoughts and behaviors are "out of supervision" in social life. This illusion will induce university students to lower their self-control and self requirements for their thoughts and behaviors in social practice, leading to a decline in the achievements of ideological and political education for university students in Xinjiang.

3. Countermeasures and suggestions to strengthen the ideological and political education of students in universities in Xinjiang in the new era

At this stage, the ideological and political education work of university students in Xinjiang should focus on stimulating university students to consciously and voluntarily establish civic consciousness, assume civic responsibilities, and fulfill their civic obligations, and solve the problems existing in the ideological and political education work of Xinjiang universities students in a way that university students in Xinjiang are happy to hear and see.

3.1. Expand the breadth of ideological and political education

Students are the main body of learning. However, the education of university students cannot continue the educational ideas of primary and secondary schools. In universities that focus on independent learning and self-management, teachers can't lead students forward hand in hand. They can only inspire and guide university students to continue to grow by setting higher goals and springboards. Therefore, ideological and political education for university students in Xinjiang should be based on the long-term, take the life development of university students as the main line, strengthen university students' national identity, civic consciousness and Chinese national community consciousness as the main focus, broaden the width of ideological and political education, expand the breadth of university students' growth vision, so that university students can At the level of "continuously mature citizenship", it has been positively inspired and guided by growth.[5]

On the one hand, schools can supplement the knowledge points of current ideological and political

education courses, conform to the needs of talents for the construction and development of socialist Xinjiang with Chinese characteristics, guide university students to actively connect their professional direction and the needs of talents for social development, and find the goal of better integration into society on the basis of the premise of professional opponents, encourage and guide university students to connect book knowledge with real life, and turn ideological and political education courses into a "gas station" for university students' professional learning to stimulate subjective momentum.

On the other hand, the school can set up school-based courses to adapt to the previous situation, start from the civic responsibilities shouldered by Xinjiang universities students, deeply analyze the social environment that Xinjiang universities students will face when they are employed in the future, inspire and encourage university students to take the initiative to change their ideological understanding, and learn the process of professional knowledge. Positioning becomes the process of accumulating professional quality in the future development, encourage university students to make use of their limited study time in school, actively give full play to their learning initiative, start from the establishment of lofty ideals, establish a correct world outlook, outlook on life and values, and find professional counterparts to contribute to the local social and economic development in Xinjiang, to strengthen the guiding function of ideological and political education in universities in the growth of university students.

3.2. Consolidate the operation mechanism of ideological and political education

The internalization of ideological understanding is only a phased result of knowledge learning. The internalized knowledge is understood and digested by individuals, and externalized into personal behaviors and even behavior habits, which is the final result of abstract theoretical knowledge being learned and mastered by university students. Therefore, strengthening the focus of ideological and political education for university students in Xinjiang should purposefully promote the stable output of knowledge internalization results. Specifically, it is necessary to improve and upgrade the operation mechanism of action education, so that university students can truly implement the knowledge they have learned into action and produce positive practical results. It is suggested that universities and communities establish a long-term cooperation plan for volunteer services, combine social practice classes and community volunteer activities according to the model of groups of three, and mix various groups of university students and community volunteers, so that university students and community front-line staff and social volunteers can complete the real society together district work. This real social practice experience will allow university students to personally participate in the actual work of "serving the people", so that university students can understand the noble moral sentiments of social workers and volunteers working on the front line of society in contact with the community masses, so that university students can truly realize and promote Xinjiang society. The most powerful force of development and progress comes from the grassroots, and from ordinary people who live a hard life but work hard at the grassroots level.

3.3. Optimize the assessment mode of ideological and political education

The process of ideological education requires university students to internalize their knowledge points based on their own knowledge accumulation and learning ability, and then add their own understanding and thinking to supplement the knowledge points into their own requirements, so that the results of ideological and political education ultimately become positive factors promoting the healthy growth of university students. Completing such a process requires time. The growth of university students also takes time, and the improvement of university students' ideological and moral quality is not only reflected in the written test results, but also in real life. Many students still can't accurately analyze the questions and answers on the interview paper after receiving a long period of

ideological and political education, but they can do themselves rigorously and pragmatically in real life. This result is also one of the expected results of ideological and political education. Therefore, it is recommended that universities optimize the assessment method of students' ideological, according to the university. The average score of students participating in all social practice activities will evaluate the performance of university students' social practice activities. At the same time, the academic performance of ideological and political education courses and school-based courses will comprehensively examine the learning of university students' learning of relevant theoretical knowledge. In this way, Xinjiang universities can take effective measures to improve their education assessment system, examine the ideological dynamics and growth status of university students in a more systematic way, truly achieve comprehensive evaluation of the ideological and political learning achievements of university students through multiple levels, and comprehensively improve the quality of ideological and political education work for Xinjiang university students.

4. Conclusion

The new era needs new development, and the new environment breeds new hope. The ideological and political education of students in Xinjiang should innovate the "shape" and "core" of education with the times, deeply think about the deep impact of ideological and political education on the two main lines of university students' growth "ideology" and "action", closely focus on the theme of stimulating university students' civic sense of responsibility, enriching content, consolidate mechanisms and dynamic supervision. With a highly responsible attitude and a flexible way, we can effectively establish the civic consciousness of university students, effectively activate the civic responsibility of university students, and effectively guide university students to assume their civic obligations. In a harmonious and healthy teaching environment, we will drive the continuous innovation and development of ideological and political education for students in Xinjiang universities, effectively solve the practical problems existing in ideological and political education for students in Xinjiang universities, and help Xinjiang universities cultivate qualified outstanding college graduates with new era characteristics, and promote the sustainable health of Xinjiang Autonomous Region, make positive contributions to development.

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