

Research on Integrating “Five Development Concepts” and College Ideological and Political Education

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Keywords: “five development concepts”, college ideological and political education, integration way

Abstract: At present, there are few ways to integrate national thoughts in China, and college ideological and political education is an educational way with better educational effect and higher dissemination efficiency. Therefore, when “five development concepts” was put forward, college ideological and political education is the first integration way.

1. Practical value of the integration of “five development concepts” and educational system

1.1 College ideological and political education requiring official to show the development direction

Even in the traditional cultural education system, colleges and universities must update the educational contents and concepts within a certain period of time. Only in this way can the students that are cultivated in each period be able to have the professional ability matching the development characteristics of the times. Although ideological and political education takes it as its duty to convey national political thoughts and assist students to form correct “three reflections”, this course is also planned within the scope of the teaching system. Therefore, to ensure the teaching value of ideological and political education, the schools must observe the development policy and political direction given by the country at any time, so as to timely grasp real-time information and update the mainstream ideological direction of college ideological and political education. Although the country will point out the future development direction in a fixed period of time, college ideological and political education has an educational attribute, and the future development guide given by the country does not have a clear direction to the educational cause. However, “five development concepts” is specific and comprehensive, and will last for a long time in the national development process. Thus, when the college ideological and political education system needs to improve the teaching direction, “five development concepts” will provide it with a relatively detailed improvement direction. Therefore, from the perspective of direction, the two have the practical value of integration.

1.2 College ideological and political education requiring the use of value system to enrich educational connotation

We can adjust the analytical perspective, and the analysis is no longer made from “how to educate”. We can analyze “what kind of talents” college ideological and political education wants to cultivate. From the perspective of China’s political system, talents needed for national development must have two characteristics. First, in terms of major, students do not necessarily have to be leading in the industry, but they must have the spirit of craftsman, be able to be “successful in profession”, and seriously work. In this way, as long as students have a high consciousness in the ideological level, then no matter how the country adjusts the domestic industrial space, they can ensure the stable development and operation of the economic industry. Second, it is the ideological level. Students need to be clear about the responsibility of the country and their own responsibilities in terms of great rejuvenation. At the same time, students’ political thoughts and development thoughts need to be kept parallel with the country, so that when the schools cultivate professional talents, the phenomenon of brain drain can be avoided. The reason

why the ideological and political education in some colleges has caused a certain degree of brain drain is that the connotation of the education system is insufficient to mobilize the sense of responsibility of students. “Five development concepts” can provide the schools with five stable teaching contents. Colleges can decompose these five points and integrate theory with real national development, so that students can not only learn theory, but also experience theoretical knowledge in real life, and finally strengthen their auxiliary responsibilities. Therefore, from the perspective of connotation enrichment, both have the rich education connotation.

1.3 College ideological and political education requiring stable promotion power

Students’ personal ideas should not only match the content required by the country, but also keep some personal subjective ideas. For example, innovative thinking and coordinated thinking are valuable treasures in students’ personal ideological achievements. However, the current ideological and political education in most colleges does not really respect students’ individual ideological development needs, but directly sets the ideological and political education as a fixed and solidified form. Teachers can only explain and convey social concepts and political thoughts in class, while students need to memorize some words and thoughts. All explanation and learning behaviors are extremely mechanized, and it is difficult for students to truly understand the ideological information conveyed by teachers in their deep hearts. The occurrence of “five development concepts” can provide teachers with the improved idea for individual teaching method, and education system can be extended by “five development concepts”. The concept of innovation is first implemented in class, and then it is extended to convey the concept of sharing and openness. In this way, colleges have a continuous impetus to improve the system, and the quality of ideological and political education can be improved as much as possible.

2. Way of integration “Five Development Concepts” and College Ideological and Political Education

2.1 First innovation, reshaping political education system

Human society needs to develop in innovation. All the old things and ideas that are no longer convenient need to be replaced. Just like human cells, the replacement in innovation can maintain long-term activity and health. However, in human society, the entity material is the important element to support normal life movement, but the thought is the core connotation to firm people’s marching direction. Therefore, in the current times, college ideological and political education must take the responsibility of stimulating the development of social “innovation”. The ability to innovate is not entirely innate, and some students may not have the ability to think and innovate at all. Also, some students cannot properly stimulate their innovation ability due to external factors. Therefore, the teachers should take the innovation as the beginning, first stimulating the students’ innovation consciousness by the form characteristics of the times primarily, and then cooperating with other education systems to truly cultivate students’ innovation ability in professional field and ideological level. Innovation actually means overthrowing part of the existing ideas, so students’ ideas need to be kept in a lively but not off-line state. Teachers can innovate teaching methods, such as using discussion to carry out teaching. First, they can firstly set a political thought as the topic of discussion. The whole process is separated from traditional books and classes, and they teach students by combining practice with theory. When teaching the theory, teachers can first explain the meaning of the theory, and then analyze the actual form of the theory, such as the direct impact of the transformation of the economic system on society. Teachers may also ask students their opinions about the theory and practice form, stimulating the students’ ability of innovative thought.

2.2 Coordination as assistance, creating harmonious educational environment

Coordination needs to be based on the overall perspective; that is to say, colleges need to find a way to infiltrate coordination thinking from the macro perspective. Educators must realize that it is the duty of ideological and political education to cultivate “all-rounder”. In order to implement the

concept of coordinated development, political education also needs to cooperate with other cultural education and ability education. It is necessary to make overall planning from multiple perspectives until students are cultivated to become “perfect people” with comprehensive abilities. For example, ideological and political education can cooperate with the teachers in terms of students’ majors, who need to provide information about the development of the industry in their majors. Ideological and political teachers will integrate the information into the national development situation to teach students. In this way, when students are exposed to ideological and political course, they will be able to make a detailed analysis of their future development and then fill in their own employment planning. Teachers can also cooperate with entrepreneurial teacher teams, and both can provide social information as well as ideological and theoretical information. In this way, the education system around students can have the characteristics of ideological and political education. When colleges need to adjust ideological and political teaching ideas, all education systems can accomplish the task of infiltration and improvement, and then directly improve the actual effect of ideological education. This is the advantage of overall planning and overall coordination of education.

2.3 Green as order, setting green campus culture

Different from other undertakings, environmental protection is of great significance not only for the country, but also for the whole world and even the earth. Therefore, college ideological and political education is bound to cooperate with the country’s environmental protection work. The specific implementation methods can be divided into two directions. The first direction is that the schools should endow the whole campus with “green” cultural characteristics. In the construction of campus, they should try to use green as the core idea. In this way, it can provide some potential hints for students from the perspective of external environment. The second direction is ideological and political education. However, in this direction, teachers should not insist the class as the main way of infiltration, but should exchange the importance of green ideas to the country with students in daily communication. It is better to use some mandatory measures, for example, when assigning students homework after class, they can take green environmental protection as the theme and require students to directly experience green ecology in society and practice ecological civilization.

2.4 Opening as support, realizing pluralistic education form

Openness means that college ideological and political teachers need to isolate from traditional educational restrictions. According to the analysis of traditional teaching mode, it has two characteristics: one is that the core position of teachers is too rigid; the other is that they can only rely on class and books. Although some teachers have started to use multimedia technology to fill in the teaching system in the process of teaching reform, for students, since they cannot realize real-time operation, multimedia teaching means only has “intuitive” advantage and is not much different from books. Therefore, colleges should adjust their teaching thinking and create an Internet teaching environment. College ideological and political education teams can coordinate and cooperate in the operation of online “micro-course”, so as to open a professional online education platform for students. At the same time, after class, teachers and students can communicate by the Internet platform. And teachers in their daily work can also share some world information for students on the Internet. This enables students to experience open teaching services by using the Internet.

2.5 Sharing as future and collaboration as means

In order to realize sharing, college ideological and political education system should still focus on the macro perspective. Ideological and political education teams can participate in some large-scale teaching symposiums and entity discussions, and reach a certain consensus with other schools that all colleges will share ideological and political education resources. In this way, colleges can make use of the Internet to realize real resource sharing, so as to provide students with more comprehensive teaching materials and cultivate Chinese talents in line with social needs.

3. Conclusion

In a word, this paper focuses on “five development concepts”, and conducts in-depth research and analysis on the integration way between college ideological and political education and “five development concepts”. It is hoped that the content of this paper can provide some available theoretical resources for relevant researchers of ideological politics and “five development concepts”.

References

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