

Practical Exploration of Ideological and Political Education Work of College Students in the New Era



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Abstracts: In the contemporary era of rapid development of globalization and information, college students in the new era are faced with the impact of multiculturalism and diversification of values, and the practice and challenges of ideological and political education are becoming increasingly complicated. This paper explores the challenges and practical paths of ideological and political education for college students in the new era, emphasizing how to effectively carry out ideological and political education in the current context of rapid development of information and globalization. Specific practical paths include five dimensions, including subjectivity reshaping, supply-side reform, demand-side driving, intelligent empowerment and collaborative nurturing mechanism, aiming to improve the quality of education and promote the overall development of students through these comprehensive measures.

Keywords: new era; college students; ideological and political education; educational practice; information

Introduction

With the rapid development of science and technology and the deepening of the information era in the new era, the ideological and political education of college students faces unprecedented opportunities and challenges. During this period, the ideological concepts and behavioral patterns of college students are influenced by diversified information, which is more complex and changeable, which makes the importance and urgency of ideological and political education more prominent. With the wide application of smart media technologies, such as artificial intelligence and big data, the way of education is undergoing a fundamental transformation. These technologies have not only changed the speed and breadth of information dissemination, but also provided new educational means and paths for ideological and political education, enabling the content of education to be more personalized and

precise, and at the same time bringing up the question of how to effectively integrate traditional and modern educational means to ensure that educational goals are achieved. Therefore, exploring and implementing ideological and political education for college students in the new era is not only a need to improve the quality of education, but also an inevitable choice to adapt to the development trend of society.

1. Opportunities for Ideological and Political Education of College Students in the New Era

1.1 New technology realizes the personalized and precision of education content

In the context of the new era, the extensive application of new technologies has brought unprecedented opportunities for ideological and political education of college students. With the development of artificial intelligence, big data, cloud computing and other technologies, ideological and political education can realize the personalized and

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precision of content to better meet the needs and interests of different students. Through data analysis, educators can accurately understand each student's learning progress, points of interest and depth of understanding, so as to provide customized learning materials and interactive methods. This kind of personalized education not only improves students' learning efficiency, but also enhances their acceptance and interest in ideological and political education content. The intelligent teaching platform is able to track students' learning behaviors and reactions in real time, and through intelligent recommendation algorithms, it pushes the knowledge points they need most for students and strengthens the learning effect. This precise education method makes ideological and political education more scientific and systematic, and greatly improves the pertinence and effectiveness of education.

1.2 Diversification of educational resources and forms

With the development of the Internet and mobile communication technology, digital platforms, online courses and virtual reality (VR) technology have become a new front for ideological and political education. These technologies make educational resources no longer limited to traditional classrooms and paper materials, but through online platforms to realize all-weather, cross-regional sharing and interaction. Through online education platforms, students can access various courses and lectures anytime and anywhere, and communicate and discuss with lecturers and classmates from different backgrounds. The flexibility of this format greatly enhances the convenience and efficiency of learning. Meanwhile, the use of VR and Augmented Reality (AR) technologies allows for the creation of immersive learning environments, such as virtual re-enactments of historical scenarios, which allow students to gain a deeper understanding of the causes and consequences of historical events in their experience, enhancing the attractiveness and contagiousness of education. The use of multimedia and interactive teaching tools also makes the educational content more vivid and easy to understand, helping students better grasp complex theoretical knowledge.

1.3 Shift in the center of gravity of

teacher-student relationship

In the traditional education model, teachers are usually at the center of knowledge transfer, while students are passive recipients. However, with the development of information technology, especially the popularization of the Internet and social media, students are now able to acquire information and knowledge through multiple channels, no longer relying solely on one-way teaching by teachers. This technology-driven change has led to a more collaborative and dialogic teacher-student relationship, with the teacher's role gradually shifting to that of a guide and facilitator, helping students to sift through, analyze, and make sense of the wide range of information available to them (Yao, 2024). Students can participate more actively in learning and discussion in this process, expressing their own views and thinking, and exploring the answers to questions together with the teacher. In addition, new technologies also make education more personalized and student-centered, where students can choose what and how to learn according to their own learning progress and interests, while teachers monitor the learning process and provide necessary support through technological means. Therefore, new technologies have not only changed the way of delivering learning content, but more importantly changed the mode of interaction between teachers and students, making ideological and political education more in line with the learning habits and psychological characteristics of contemporary students, thus improving the effectiveness and attractiveness of education.

2.Challenges to the Ideological and Political Education of College Students in the New Era

2.1 Weakening of mainstream values in false information and pan-entertainment culture

In the context of the new era, with the popularization of the Internet and social media, students are exposed to a sharp increase in the amount of information, but the authenticity and quality of such information are of varying levels. The widespread circulation of false information, especially on social network platforms, tends to mislead students and affect their correct understanding of social events and historical facts. At

the same time, the popular pan-entertainment culture, such as Internet celebrities and short videos, tends to attract young people's attention with entertainment and light-hearted content, which often lacks depth and educational significance, making young people pay less attention to serious social and political issues in their daily lives, which in turn leads to the weakening of mainstream values in the minds of young people (Liu & Wang, 2024). This trend not only challenges the effectiveness of traditional education, but also may lead to the fragmentation and relativization of values, making it difficult for young people to form a stable and mature worldview and outlook on life.

2.2 The phenomenon of "information cocoon" leads to polarization of students' views

The phenomenon of "information cocoon" refers to the fact that in the process of personal information consumption, due to the application of algorithmic recommendation and other technologies, individuals are often exposed only to information that agrees with their own viewpoints, thus exacerbating the polarization of viewpoints. In this case, college students may only obtain content from specific information sources, gradually forming a closed information environment. This limited exposure to information makes students lack a comprehensive and objective perspective when recognizing and understanding diverse societies and complex issues. Prolonged exposure to such an information environment not only restricts the breadth and depth of thinking, but may also lead to polarization of viewpoints and enhance the tendency to fixate on one's own views, thus weakening the inclusiveness of different viewpoints (Zhou, 2024). This polarizing dynamic poses a significant challenge to building a harmonious campus culture and fostering students with holistic perspectives and critical thinking.

2.3 Lack of high-quality educational resources

Although the Internet provides students with a wide range of information and learning resources, high-quality and systematic educational content is still insufficient. This is particularly true in the field of ideological and political education, where there is a lack of materials for in-depth analysis and critical thinking training. While many online platforms

provide easy access and a wealth of information, they often neglect the depth and academic nature of the content, making it difficult for students to build a systematic knowledge structure and critical thinking skills through these resources. High-quality educational resources need to include not only the right information, but also the ability to guide students to deeper thinking and understanding. This problem is also exacerbated by the current unbalanced distribution of educational resources, which widens the gap in the quality of education between resource-rich educational institutions and resource-poor regions. This lack and imbalance of resources constitutes a major obstacle to the development of students' all-round abilities and critical thinking, and needs to be urgently addressed through improved educational policies and enhanced depth and breadth of educational content.

3. Practical Path of Ideological and Political Education Work for College Students in the New Era

3.1 Reinventing Subjectivity

Reinventing the subjectivity of college students requires innovations in teaching content and methods, so that education is more in line with the thinking mode and life reality of contemporary college students. First of all, the educational content related to the view of youth in the new era should be strengthened, and the theory of socialism with Chinese characteristics should be closely integrated with the daily life and future career development of students, so that students can recognize their personal orientation in exploring the overall situation of the country's development by means of the teaching method of examples, thus enhancing their sense of identity with the core socialist values. For example, the story of China's development since the reform and opening up can be told to show how ordinary people realize their self-worth in the process of national development, thus stimulating students' patriotic feelings and sense of historical mission. Secondly, modern information technology, such as the Internet and social media, is utilized to innovate the dissemination of ideological and political education. By setting up online learning platforms and interactive discussion groups, educational

activities are made more flexible and interactive, so that students can deepen their understanding and application of theoretical knowledge in discussion and practice. Students can be encouraged to go into the society and the grassroots by organizing thematic social practice activities to experience and observe China's development and changes firsthand, and deepen their understanding of theories through practice (Yang, 2024). At the same time, attention should be paid to cultivating students' critical thinking, encouraging them to think independently and analyze the information they receive on the basis of respecting the facts, so as to cultivate their independent judgment and responsible citizenship. Courses such as "Public Policy Analysis" and "Social Problems Seminar" are designed to allow students to present their own opinions and solution strategies in the face of specific social problems, thereby training them in the ability to solve complex problems. The implementation of these methods aims to help students build a comprehensive and balanced worldview, outlook on life and values through diversified and practical teaching methods, so that they can become new men of the times who can take on the great responsibility of national rejuvenation.

3.2 Supply-side reform

The key to supply-side reform, consolidating the leadership of mainstream ideology and optimizing content production is to improve the quality and attractiveness of ideological and political education. This requires educators to create and provide high-quality educational materials that meet the needs of young people in the new era, focus on the depth and practicality of the content, and ensure the accuracy and timeliness of the information; and innovate educational methods and means, so as to make the dissemination of the mainstream ideology among the students more extensive and in-depth, and to effectively guide the students to form the correct worldview, outlook on life and values. Specifically, the combination with the revolutionary memorial hall can be strengthened, and its rich historical resources can be utilized to enrich and deepen the content of education. As an important place carrying the history of the Communist Party of China and the Chinese Revolution, the Revolutionary Memorial Hall provides college students with an intuitive and

profound learning experience to help them understand the arduous course of the Chinese Revolution and its great achievements, so as to set up a correct view of history, the country and values in students' minds. By organizing students to visit the Revolutionary Memorial Hall, not only can students personally feel the heroic deeds of the revolutionary martyrs, but also enhance their sense of historical responsibility and sense of mission through the lecturers' detailed introduction of the historical background and the narration of the revolutionary stories (Dong, 2024). Combining the resources of the revolutionary memorial hall with the university curriculum, designing related courses and study tours, such as "Red Classics and Youthful Ideals", "Chinese Revolutionary History and Modern Values", etc., allows students to get a practical test in the systematic course learning, and makes the learning effect more in-depth. This will allow students to get practical test in the systematic curriculum learning, which will make the learning effect more in-depth. At the same time, the revolutionary memorial hall can also be used as a practical base for ideological and political education, develop online virtual exhibitions and interactive educational software, and use digital resources so that students who can't be physically present can also experience the infectious power of red education. Through these specific practices, supply-side reform can effectively enhance the relevance and effectiveness of ideological and political education, make the educational content more vivid and intuitive, and better touch the hearts of students, so as to cultivate new-age youth with a high sense of social responsibility and historical mission.

3.3 Demand-side drive

In the ideological and political education of college students in the new era, the implementation of the demand-side driven strategy means that the educational content and methods must be closely connected with the actual needs and concerns of students. Through questionnaires, seminars and individual interviews, educators need to gain an in-depth understanding of the real problems and needs of college students in ideology and politics, such as doubts about mainstream values, polarization of viewpoints under the phenomenon of the

information cocoon, and the desire for high-quality educational resources. In this process, educators should identify the specific needs of students in terms of ideological cognition and emotional attitudes, and use this as a basis for optimizing and adjusting educational strategies. In response to the collected needs, educators can develop and adjust the educational content, for example, in response to the students' ambiguous understanding of the mainstream values, they can design more example teaching related to the modern society, and combine the abstract theories with the specific practices in the daily life of the students, such as through the discussion of the hot events in the society to guide the students to understand and identify with the socialist core values (Zhang, 2024). At the same time, in response to the polarization of viewpoints brought about by the information cocoon, students can be encouraged to carry out interdisciplinary communication and discernment through multi-perspective curriculum design and debates, etc., to help students establish a comprehensive and diversified information processing mechanism. With regard to students' demand for high-quality educational resources, educators should strengthen cooperation with producers of high-quality educational resources, such as cooperating with professional publishers and academic institutions to develop educational resources that meet the characteristics of the new era. Through these specific practices, the demand-side-driven strategy will make ideological and political education more attuned to students' reality and more effective in promoting students' all-round development.

3.4 Smart empowerment

The quality and safety of educational content, as well as the effectiveness of educational activities, can be ensured through the establishment of a sound smart media evaluation system. First, advanced analytical tools and algorithms need to be developed and deployed, which can track and assess students' frequency of exposure, engagement and response to ideological and political education content. By collecting this data, educators can monitor and evaluate educational activities in real time and adjust teaching methods and content in a timely manner to accommodate students' learning needs and feedback.

Second, the smart media assessment system should include a content-safe auditing mechanism to ensure that all educational materials and online resources comply with educational standards and policies and are free of misleading information or harmful content. This requires the establishment of specialized audit teams that utilize natural language processing and content recognition technologies to automatically detect and filter inappropriate information and protect students from wrong ideas and harmful information (Ma, 2024). Once again, this assessment system should also include feedback mechanisms that allow students and teachers to offer comments and suggestions on educational content and methods. This two-way communication can increase the relevance and attractiveness of educational content, as well as promote the continuous improvement and optimization of educational resources. By establishing such a comprehensive intellectual media evaluation system, it can not only enhance the effectiveness of educational activities, but also ensure the safety and positivity of the educational environment, thus better serving the ideological and political education of college students in the new era.

3.5 Collaborative parenting mechanism

The implementation of collaborative parenting mechanism is an important strategy for ideological and political education of college students in the new era, through strengthening the cooperation among family, school and society, and jointly cultivating the comprehensive development of students. Schools should communicate with parents on a regular basis, through parent-teacher conferences, e-newsletters and school visits, to let parents know about students' learning and life at school, as well as to guide parents to understand and support the school's educational policies and methods. Schools can provide training and resources to help parents participate more effectively in their children's ideological and political education. Schools should establish partnerships with social resources, such as communities, enterprises and non-governmental organizations, to jointly develop and implement educational programs (Xue, 2024). For example, by organizing community service activities, internships and volunteer projects, students can learn and practice socialist core values in actual social environments, which not only helps

their personal growth but also enhances their sense of social responsibility. The establishment of a platform for multi-party participation and regular information exchange helps educators, parents, social workers and other relevant persons to discuss and solve problems encountered in ideological and political education and share best practices and experiences. Through these measures, the mechanism of collaborative education can gather the strength of all parties, form educational synergy, and provide an all-round and multi-level ideological and political education environment for college students.

Summarize

In the context of the new era, the ideological and political education of college students is facing unprecedented opportunities and challenges. Through the implementation of subjectivity reshaping, supply-side reform, demand-side driving, intelligent empowerment, and collaborative parenting mechanism, colleges and universities can better adapt to the requirements of this era and effectively guide young students to form a correct worldview, outlook on life and values. Each of these measures is not only an improvement of the existing education model, but also an investment in the process of training future socialist builders. In this process, every member of the family, school and society bears an unshakable responsibility. Through joint efforts, we can cultivate more newcomers of the times with the spirit of innovation and social responsibility, and contribute to the realization of the great rejuvenation of the Chinese nation.

Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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