

Original Paper

The Dilemma and Response of Ideological Education in Colleges and Universities

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Abstract

As the front line of youth ideology and public opinion, the actual effectiveness of ideological education in colleges and universities is directly related to the answer to the important question of “what kind of people to cultivate, how to cultivate people, and for whom to cultivate people”. There is an urgent need to closely combine the universality of ideological functions with the special requirements of ideological construction in colleges and universities. Ideological education in colleges and universities is faced with realistic dilemmas in terms of environment, subject and object, carrier and discourse, etc. The extreme importance of ideological work determines that strengthening ideological education in colleges and universities is imperative. Therefore, it needs to be guided and regulated by means of era orientation, value orientation, carrier extension and discourse transformation.

Keywords

colleges and universities, ideological education, dilemma

1. Introduction

As a kind of value, ideology in colleges and universities derives from the real field of school life and is of great significance to the construction of colleges and universities. As a part of school ideological and political education, the importance of ideological education in colleges and universities has been repeatedly emphasized. Discussing the value implication, practical dilemma and leading path of ideological education in colleges and universities can maximize the positive function of “cultivating the roots and casting the soul” of ideological education in colleges and universities.

2. The Inherent Meaning of Ideological Education in Colleges and Universities

In order to deeply understand the significance of ideological education in colleges and universities, it is necessary to grasp its intrinsic value from multiple dimensions, so that ideological education in

colleges and universities can play an important role in unifying thoughts and gathering consensus.

2.1 Lawfulness and Purposefulness: Realistic Requirements for Cultivating New Generation of People Taking Charge of National Revival

Lawfulness and purposefulness are the basic requirements of the materialist concept of history, and should also be the theoretical basis for ideological education in colleges and universities in grasping the reality of the problem, which is related to the consolidation of the spiritual foundation and the theoretical soul of college students, and is also the realistic need to promote the practical effectiveness of ideological work.

As the most youthful and dynamic group in the whole society, with the most representative group of the times, focusing ideological education on college students is a realistic manifestation of following the law of social development and the law of human cognitive development. As the most youthful and energetic group in the whole society, with the most youthful way of thinking and behavior, the group with the most representative of the times, focusing ideological education on the college student group is a realistic performance following the law of social development and the law of cognitive development of people. The value of the regularity of ideological education in colleges and universities is further highlighted.

Theory and practice together constitute the two important latitudes of ideological education, and in the process of practice ideological education needs to move forward in the right direction of development under the guidance of correct thinking. “Prospering the country and securing the state needs to attach great importance to the ideological education of the student body, guiding the majority of students to firmly establish a sense of family and country and lofty ideals, which is the fundamental project of casting souls and educating people, and has a bearing on the party and the country’s prosperous development and long-term peace and security.” The practice of in-depth promotion of ideological education in colleges and universities from the reality of the problem can promote the two-way linkage between students in colleges and universities and the development of society. On the one hand, college students can effectively improve their ability and level of preventing ideological risks in the process of receiving education, and on the other hand, through ideological education in colleges and universities, they can promote the mainstream values in the whole society, and provide realistic help for building the Great Wall of mainstream ideology, which highlights the value of the purposefulness of ideological education in colleges and universities.

2.2 Contingency and Actuality: The Educational Needs for the Implementation of the Fundamental Task of Cultivating Moral Character

Ideological construction is in a state of tension between “actuality” and “contingency.” For the ideological construction of colleges and universities, actuality and contingency are the logical point and internal compliance at the practical level, so it is necessary to scientifically grasp the key issues in the process of ideological education to ensure that the ideological education of colleges and universities is not bad, not missing, and constantly increase the intensity of the work of ideological education and

improve the level of ideological education.

In the actual position, ideological education in colleges and universities is still facing a series of practical problems and tests, and should further increase the educational efforts and improve the educational effect to maintain the organic unity of the actual and the actual. In the means of propaganda and infiltration methods through TV, movies, cartoons and other cultural output, as well as specialty restaurants, department stores and other commodities output on the consumption of college students and cultural habits of infiltration. It is necessary to pay attention to improving the foresight of ideological education, and to continuously improve the realistic appeal and leading power of ideological education in colleges and universities.

2.3 Individuality and Society: The Common Need to Promote the Comprehensive Development of Students and the Development of Society

The unity of individuality and sociality is the goal of education, but also an important foothold of ideological education in colleges and universities, to promote the overall development of students through ideological education in colleges and universities, and constantly inspire students to dedicate themselves to the community and devote themselves to the cause of modernization and construction.

Ideology as a kind of value, its formation and development are inseparable from the subjective initiative of the subject of consciousness. "The formation and development of college students' ideology is closely related to the five elements of cognition, emotion, will, belief and behavior." It can be said that the development process of college students accepting ideological education is the process of knowledge, emotion, will, faith and behavior of the five elements of mutual influence and mutual penetration to realize the individuality of the development process, in which the individual has to go through the cognition to the behavior of the spiral upward many times, and ultimately achieve the result that is the ideological education is internalized as an important part of the individual's ideological system, thus affecting the subject's value judgment and value of the subject. The final result is that ideological education is internalized as an important part of the individual's thought system, thus affecting the subject's value judgment and value choice.

Similarly, ideology belongs to the category of social consciousness in the final analysis, and the ultimate goal of ideological education in colleges and universities is to cultivate "social human beings". Whether or not to gather and maintain the thoughts and demands of students in ideological education in colleges and universities is an important goal and a key link in the work of ideological education in colleges and universities, which has a bearing on the measurement of the level of education and the realization of educational goals. First, ideological education can maintain the ideological security of colleges and universities and ensure the peace and stability of public opinion in colleges and universities. Secondly, ideological education for young college students in the critical period of their growth can promote the transformation of their values and influence their social behavior in the long run.

3. The Reality of Ideological Education in Colleges and Universities

Due to the special pattern of ideological education, it always faces the problem of “invisibility”. Especially with the complex changes in the domestic and international environments and the impact of new media technologies, ideological education in colleges and universities has also faced various practical difficulties in the process of vigorously promoting its construction.

3.1 *The Contradictory Test of Supply and Acceptance*

Ideological education in colleges and universities has contradictions in the two directions of supply and acceptance, which has a certain impact on the synergistic promotion of ideological education in colleges and universities.

Teachers and counselors of ideology courses, as the main implementers of ideology education in colleges and universities, have been facing increasing work pressure due to the soundness of relevant rules and regulations and the increase of normative requirements since the new era. Colleges and universities continue to strengthen the construction of counselors, in terms of the number of scale, work content and other aspects of the counselor group puts forward new requirements, and at the same time, also on the counselor personnel matching, team building has introduced a special policy provisions. As the main force of ideological education for college students, the counselor team focuses not only on ideological and political education, but also extensively involves career planning, mental health education, party and group team building and other aspects. However, the evaluation mechanism of the work is mostly evaluated by quantitative indicators such as “counselor skills competition”, “psychological counseling competition”, “student employment rate”, etc. The rigid evaluation indexes that emphasize the results have led to the inability of college counselors to weigh the results. As a result, college counselors are unable to weigh the pressure of work in all aspects, and sometimes neglect ideological education for college students in order to complete the required targets and tasks. As far as teachers of Civics and Political Science are concerned, while the university is promoting the construction of the discipline of Marxist theory, teachers of Civics and Political Science in colleges and universities are faced with the pressure of evaluating titles, applying for scientific research, etc., and young teachers in particular are faced with the pressure of life of “promotion or departure”, so that it is difficult for many teachers of Civics and Political Science to weigh teaching and scientific research, and they will not focus on teaching from the classroom to the research and development of their own work under the pressure of the reality. The center of gravity is shifted from thought leadership in classroom teaching to the presentation of results in academic research. The root of this situation is closely related to the recruitment and selection mode of teachers of Civics and Political Science in colleges and universities. At present, the selection process of teachers of ideology and politics in most colleges and universities tends to focus on quantitative indicators such as graduation institutions, core journals, and the number of subjects, but lacks a comprehensive investigation of the ideological and political quality of teachers of ideology and politics and their teaching ability, etc. The frequent occurrence of ethical misconduct among teachers in colleges and universities in recent years can

indirectly reflect the shortcomings of the selection model of individual colleges and universities.

As the recipients of ideological education, college students need to further improve their mentalization, which is specifically manifested in their vague cognition of ideological education and lack of independent consciousness. College students are often happy to accept the content they are interested in, so in the process of accepting external information, they are often bound to a specific “information cocoon” to form an inter-circle communication trend, and there is a fuzzy cognition of theoretical and politically strong ideological education. Especially the rapid development of the Internet platform for college students to publish public opinion, expression of demands to provide a more convenient and fast channel, in the face of all kinds of hot issues, college students in the network to freely express their views, which discourse exchanges between the formation of dissenting views caused by the Internet “war of words”. Due to the poor political sensitivity of college students, weak discernment and other characteristics, the network public opinion under their leadership can easily breed and ferment into wrong ideological concepts, and in the specific field of inter-circle communication, the wrong ideological concepts that do not conform to the mainstream ideology will be further spread in the student body.

3.2 The Test of Diversification of Means of Transmission

Nowadays, ideological education in colleges and universities on-campus positions have been unable to meet the diversified needs of college and university students for all kinds of new things, and the traditional and single communication carriers have become an important factor in the enhancement of the cohesion and leading force of ideological education in colleges and universities.

In terms of traditional ideological education means, there are ideological and political theory classes, meetings and studies, centralized seminars, cultural and sports activities and other conventional modes, but nowadays with the continuous development of big data technology and the increasing use of the Internet, the traditional carriers show relative limitations, and thus exploring the construction of network carriers for ideological education in colleges and universities has become the key content to be concerned about. Young college students are more inclined to use the Internet and other new media carriers to receive education, but the actual construction and utilization of Internet carriers in colleges and universities are still unable to meet the real needs of students.

First of all, students are faced with the reality of tension in the process of receiving ideological education in colleges and universities. This tension is mainly manifested in the network mainstream ideology and non-mainstream ideology between the leadership, dialogue, seeking consensus, online and offline there is a large gap. Specifically manifested in some young college students in the classroom, daily life in the words and deeds of their own political problems, but in the network on the arbitrary as a “keyboard warrior”, against the relevant hot topics to publish all kinds of unsubstantiated statements, pollution of the network environment. The tension is closely related to the rapid development of the Internet and self-media platforms. In the new era, students have broader speech space, more freedom of speech, and their enthusiasm and initiative to participate in the management of

school affairs and social public affairs are increasing, which poses a new challenge to the coverage of ideological education in colleges and universities and the selection of paths.

Secondly, colleges and universities lack a systematic approach to ideological education on the Internet and have yet to establish a collaborative governance mechanism. As an important communication field, there are many practical problems in the process of ideological education in colleges and universities. First, in the context of new media and big data technology development, the new media platform of colleges and universities is faced with the confrontation between “technology empowerment” and “technology hegemony”, how to effectively utilize technology to empower colleges and universities to carry out network ideology education needs to carry out a methodological exploration. Secondly, the network ideology education in colleges and universities needs to be methodologically explored. Secondly, the radiance and continuity of network ideology education in colleges and universities need to be strengthened, and it is still difficult to achieve the continuity of students’ ideological leadership, and there is a phenomenon of disconnection with the society. Thirdly, there are real problems in network ideology education in colleges and universities that emphasize form but not content, and “blocking” but not “guiding”. Individual colleges and universities only focus on the formal network in the process of network ideology education, and seldom involve the nature of the network and related concepts in the elaboration of educational content. Fourthly, colleges and universities lack a regular early warning mechanism and overall collaboration in ideological research and judgment, and have not formed educational synergy with all sectors of society.

3.3 The Test of Popularization of Discourse Expression

Ideological education in colleges and universities is not only facing the problem of “what to say”, but also the dilemma of “how to say”. How to start from the perspective of young college students and explore the expression of pleasant discourse is a brand-new test in the new era. How to start from the perspective of young college students and explore the expression of pleasant words is a brand new test. First, the content of ideological education in colleges and universities lacks pertinence and specificity. The openness of the education content itself leads to the fact that in the process of ideological education, colleges and universities tend to focus only on the theoretical knowledge of the “duck” inculcation, and “the discourse style of socialist ideology is not easy to attract the attention of the general public because it is mostly reflected in grandiose discourse, formal discourse, academic discourse, traditional discourse, and so on. “The single political sermon and “slogan” propaganda make students have a boring stereotype of socialist ideology. Specifically, individual teachers of Civics and Political Science are caught up in the theoretical and prescriptive teaching content, completely relying on the bookish and doctrinaire way to carry out education, while ignoring other diversified means other than theoretical teaching, and in addition, in some professional classes, there are also teachers who do not have a good grasp of the students’ ideological reality of the “one-word hall” situation. Such a long-term vicious cycle, will be the ideological class and the course of political thinking disconnect, the ideological education and classroom education disconnect, difficult to achieve synergistic effect of

educating people.

Second, the implementation of ideological education in colleges and universities does not have a strictly specific time period and specific field. The ideological dynamics of students in colleges and universities is a constantly developing process of change, and its randomness and uncertainty increase the difficulty of ideological education in colleges and universities. In the process of ideological education in colleges and universities, if we only rely on slogan propaganda and a single school official mainstream media channels to carry out education, it is easy to miss the best time for the ideological construction of colleges and universities, thus making the mainstream ideology in the intricate and complex Internet ideological field is in a weak and passive position. Under the influence of comprehensive factors such as network information validity and poor discernment of young college students, colleges and universities need to pay close attention to and grasp the dynamics of the development of public opinion on the Internet, timely and scientific analysis of hot issues of concern to students, and constantly occupy the absolute dominance of ideological education in colleges and universities and the ideological commanding heights by means of popularized verbal expressions.

4. Leading Path of Ideological Education in Colleges and Universities

In the face of the intricate network background and unstable domestic , how to base on the time and space background of the new field of ideological education in colleges and universities, give full play to the important advantages of colleges and universities in the process of ideological education, and create and build conceptual frameworks and value principles that can effectively deal with the erosion of various types of ideological risks is an important mission of colleges and universities , and also an important issue of the society as a whole. It is also an important issue for the whole society.

4.1 Value Orientation: Enhance the Enthusiasm and Initiative of the Subject and Object to Participate in the Ideological Construction of Colleges and Universities

As a systematic and holistic project, the ideological work of colleges and universities cannot only rely on the main body of education to promote one-way, but should also set up a correct value orientation in the two-way interaction between the subject and the object.

As the main body of ideological education in colleges and universities, it is necessary to clarify the content of the work and improve the quality of ideology and morality. First of all, rational planning of the prescriptive content of ideological education. We should strive to fundamentally eliminate theorizing in ideological education, and make a good prescriptive grasp of the content of ideological education from the theoretical and practical aspects, so as to ensure that the direction of ideological education is not in the right place, and that the content of ideological education is not in the wrong place. Secondly, efforts should be made to improve the ideological and moral quality of ideological educators in colleges and universities. By constantly improving the talent selection mechanism to effectively improve the quality and quality of talent, in the daily work of efforts through theoretical training, visits and practice and other means to increase the training of ideological workers,

fundamentally correct the wrong ideological tendencies, give full play to the role of the ideological education subject “leader”, to ensure that highly educated and highly qualified people can do a good job of educating people. High-quality talents can do a good job of educating people. In the process of ideological education, educators should maintain a positive and proactive state in hot events, especially in the psychological and value choice to give targeted guidance to college students, change “big water irrigation” to “small water drip irrigation”. “For the prominent contradictions and real problems in the field of ideology, do not avoid, do not cover up, to know the responsibility in the heart, take responsibility in the body, fulfill the responsibility in the line, out of the problem to be brave to take responsibility.” Give full play to the superiority of ideological education in colleges and universities, improve its own persuasive power in theoretical logic, and consolidate the dominant position of mainstream ideology in colleges and universities.

As the recipients of ideological education in colleges and universities, students should realize the universal truth and contemporary value of ideological theory in the process of receiving education. Therefore, in the process of ideological education, it is necessary to shift from “supply” to “demand” and innovate the discourse system to enhance the directionality of ideological education. We should focus on the actual acceptance of the object, and effectively integrate the ideology class with the curriculum to form the greatest educational synergy. As the main position of ideological education in colleges and universities, Civics should meet the development needs of the all-media era, adopt diversified teaching methods to make Civics “live”, and enhance young college students’ sense of classroom participation and gain through content innovation and form innovation. At the same time, we should also pay attention to the construction of course ideology and politics, integrate course ideology and politics into the overall process of school curriculum reform, ensure that the content of classroom teaching is not politically incorrect, continue to promote the institutionalization of course ideology and politics and normalize the operation of the course, and in the classroom teaching of teaching and learning to guide the students to set up the correct values, and create a good classroom cultural environment for the growth of students to become a success.

4.2 Carrier Extension: All-Media “Empowering” Ideological Education System Enhancement Project in Colleges and Universities

There is a greater need to make full use of all-media technology to strengthen the construction of network culture in colleges and universities, and to take the initiative to occupy the network position.

First of all, relying on the existing new media resources in colleges and universities, strengthen the construction of network positions. Colleges and universities should make full use of the Internet platform, more through the college students enjoyable way of ideological education, make full use of microblogging and other social media to convey positive and correct values, colleges and universities can be combined with the actual situation of the students, targeted to create all kinds of activities, through the integrated media channels to understand the ideological situation of the students, the concern for the students’ actual demands. At the same time, colleges and universities should guide

students to rationally view the Internet public opinion, through classroom lectures, ideological education and other forms of inspiration to students, to make clear the virtual nature of the Internet, so that they understand the Internet as a media model of the existence of the many drawbacks, and then in a reasonable study of the network of speech on the basis of the maintenance of independence of thought, do not easily subject to the microblogging “V”, Netroots and other enticements.

Secondly, the extension of carriers should be carried out to promote the synergistic development of various types of carriers. Colleges and universities should make full use of all kinds of carriers, and strengthen the grasp and application of management carriers, cultural carriers, big data carriers, and mass communication carriers such as radio, television and the Internet. Especially the big data carrier has the nature of data, quantitative, dynamic, can quantitatively analyze the actual situation of the college student group, so as to solve the actual problem in a more targeted way. We should also tap the ideological education resources of cultural connotation, give full play to the role of cultural carriers, do a good job of campus culture construction, to achieve the “culture of the people, culture and education” of the permeability of the role of education, in the mainstream ideology of the society under the leadership of the efforts to create a number of high quality school-based cultural products with depth, height, through cultural products as well as cultural undertakings to effectively strengthen the university’s cultural and educational programs. We should strive to create a number of high-quality school-based cultural products with depth and height under the leadership of the mainstream social ideology, and through cultural products and cultural undertakings, we should effectively strengthen the actual effectiveness of ideological education in colleges and universities, and organically combine the cultivation of ideological and moral qualities with that of scientific and cultural qualities. At the same time, the internal tension of ideological construction should be harmonized through multi-party cooperation. Ideological education in colleges and universities is not only a task that should be accomplished unilaterally by colleges and universities, but also should be given more targeted guidance by relevant state departments and social units, so that only through the formation of multi-party cooperation can the actual effectiveness of ideological education in colleges and universities be effectively enhanced.

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