

# Strategies for Ideological and Political Education in Colleges and Universities from the Perspective of General Education

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**Abstract:** *With the rapid development of the times, the important position of general education and ideological and political education in the cultivation of higher education talents has become increasingly prominent. This article adopts qualitative research methods. Based on the clarification of the concepts of general education and ideological and political education, based on the vision of general education training talents, it is found that ideological and political education in colleges and universities mainly have educational goals utilitarian challenges and educational content is out of reality, and the main problems such as the incomplete teacher evaluation mechanism. The study proposes that reform paths such as building a campus culture with a strong humanistic atmosphere, enriching the content of ideological and political education, and improving the evaluation mechanism of college teachers are expected to promote the success of the reform of ideological and political education in colleges and universities from the perspective of general education.*

**Keywords:** *general education, ideological and political education, moral education and cultivate people*

## 1. Introduction

In recent years, China has attached great importance to the work of ideological and political education in colleges and universities. The series of ideological and political courses in colleges and universities is the main way to carry out ideological and political education. With the deepening of global political, economic, and cultural exchanges, China's higher education has entered the stage of mass education and high quality education. The ideological and political education of colleges and universities is facing a tendency of "pan-politicization", lack of humanistic education, ignoring the characteristics of students' physical and mental development to a certain extent, new problems such as the disconnection of real life and structural contradictions have become increasingly prominent. Although ancient Chinese tradition education stressed the importance of comprehensive contents, but the influence of Soviet educational mode almost removed all unskilled contents from colleges and universities. So that educators didn't realize Chinese higher education model has lost the most important portion of education, until the Ministry of Education launched a pilot program for quality-oriented education. Research on the relationship between ideological and political education and general education has received increasing attention from that time. With the rapid development of the information network and the continuous advancement of the global economic integration wave, the marketization and specialization of higher education have been deepened, resulting in the alienation, materialization and lack of subjectivity of people, the mainstream ideology is challenged and spread. The important task of ideological and political education in colleges and universities has a sense of identity crisis. Higher education is highly specialized and has outstanding tool rationality in order to meet the market's technical requirements for specialized division of labor. General education is the rational pursuit of value returning to the traditional society, and the instrumental rationality demonstrated by higher education that aims to bridge the tendency of excessive marketization. In order to enhance the adaptability of ideological and political education in colleges and universities in modern society, more and more scholars regard general education as an important way to innovate and develop ideological and political education in colleges and universities and maintain national ideology.

## **2. Conceptual combing of general education and ideological and political education**

### ***2.1 General education***

Manli Li is the first Chinese scholar introduced the concept of "general education" [1], but the academic circles have not yet concluded the definition of its connotation. Generally speaking, general education is non-professional education related to the construction of individual knowledge, value judgment, emotional formation, and personality shaping. Seek the unity of personal value and social value in the tension between attribute and social attribute. It is an educational form that embodies idealized educational goals and value pursuits, and reflects the good wishes of human society to solve its own problems. It advocates universities to inherit the outstanding historical and cultural traditions of the Chinese nation, build a solid civilized country community, and generate a strong sense of civilized country identity among college students. A sense of belonging is to train college students into responsible and qualified social citizens. Under the background of the new era, on the basis of realizing the localization of education, correcting the shortcomings of the excessive expansion of traditional higher education technical rationality and value rationality is the inherent value mission of general education. Most discussions about general education are centered around the concept, general education in American universities and curriculum design in past 20 years[2].

### ***2.2 Ideological and political education***

Ideological and political education arises from class society, and it is the "instructive rule" that the ruling class consciously assimilates political ideology to the ruling objects. In the traditional Chinese closed and introverted continental agricultural society, the ideological and political education led by the ruling class emphasizes "political education". The content, method, and purpose of education are closely related to the political governance mode of the ruling class. The biggest feature is the external restriction that symbolizes authority. Ancient Chinese thinkers pushed the monarch to the top of morality, explained and safeguarded the monarch's discourse power of Ideological and political education [3]. The ideology of "learning to be good is to serve" is deeply rooted, and the purpose of education is to display political ambitions. Ideological and political education in modern society refers to the goal of achieving the Chinese dream of the great rejuvenation of the Chinese nation under the guidance of the truth of Marxism. Traditional ideological and political education is socially or state-oriented, while modern society's openness, diversification, tolerance, knowledge, industrialization, marketization, and a high degree of industry differentiation, and other era characteristics, all highlight the intrinsic importance of people. The concern of demand requires that colleges and universities' ideological and political education be given new connotations of the times: while serving the construction of socialist ideology, it is necessary to fully respect individual differences and individualization.

## **3. The main problems existing in ideological and political education from the perspective of general education**

### ***3.1 Utilitarian challenges of educational goals***

The goal of education is to cultivate socialist builders and successors who have a comprehensive development of morality, intelligence, physicality, art, and labor. Education is a special activity to train talents for the ruling class, including the transmission of knowledge content and the regulation of will and behavior, and cultural heritage to the next generation. The utilitarianization of educational goals means that educators make wrong judgments about the educational situation due to short-sightedness, over-exploit the tool rationality of the educated, fail to build a bridge between the educational reality and future development trends, and abandon the ideal of educating people carried by education[4]. At present, the pragmatic social atmosphere has led to a close connection between the educational goals of colleges and universities and the needs of the job market. In order to meet the psychological and realistic needs of parents and students, the educational goals of many colleges and universities have gradually blurred, reflecting a relatively significant "market-oriented" tendency. According to the skill requirements of the job market, colleges and universities take training students' workplace skills and enhancing students' employability as their primary teaching goals, and one-sidedly emphasize the employment rate. Some local colleges and universities even use the employment rate as a significant index in evaluating the school running quality. Driven by the dominant educational philosophy of

instrumental rationality, ideological and political education in colleges and universities attaches importance to one-way knowledge transfer, ignoring the development of students' emotions and healthy personality.

In addition, the rapid changes in society have brought about the survival pressure of the "survival of the fittest". Students and their families are affected by employment pressure, and their value orientations are biased. The concept of "professional first" is deeply rooted. All the college students wish to learn employment-related skills at the university so as to integrate into employment as soon as possible to market. At the same time, under the influence of the utilitarian education orientation and the erosion of popular culture, students themselves have neglected the cultivation of speculative ability, judgment ability and intrinsic value. They think that ideological and political courses are "useless", and tend to be inclined in academic choices and life judgments. Choose "the one that is beneficial to you to obtain a practising certificate, minoring a second degree, etc [5]. As we all know, the university life is a critical period for establishing a correct outlook on life, values, and world outlook, shaping a sound personality and educating a qualified social citizen than training certain professional skills it has more long-term significance. However, colleges and universities pay insufficient attention to the students' psychological state, emotional cognition, ideological dynamics and value orientation formation. Such ideological and political education status is obviously inconsistent with the concept of general education.

### ***3.2 The content of education is divorced from reality***

Ideological and political classrooms are the main front for ideological and political education in colleges and universities. The content of effective ideological and political education courses should keep pace with the times and adapt to the new requirements of the new era. It is based on teachers' in-depth understanding of the teaching content and a full understanding of students. Only in that can teachers present high ideological and political education in the classroom. The four compulsory ideological and political courses systematically introduce Marxism and the Communist Party of China, to help students establish a correct world outlook. However, part of the course content is duplicated with middle school courses, resulting in students lacking motivation and interest in learning, and the assessment method focuses on rote memorization. Many ideological and political courses in colleges and universities will give students a question bank before the exam. Even if they do not attend classes, students will have a final exam recite carefully before you can get a high score.

Although teaching methods are constantly changing, most of the ideological and political courses emphasize the inculcation more than professional courses, relatively ignore the subjective demands of students, ignore the combination of ideological education and student personality characteristics, and pay less attention to the spiritual level, inner emotions, value pursuits and life experience of students, especially not enough attention is paid to students' cognition, judgment, construction and value selection at the level of ideological and political concepts. The ideological and political education classes are not directly involved in the specific problems faced by students, such as academics, interpersonal relationships, emotions, and career planning, which are out of the actual life of the students and reduce the students' sense of closeness and identification with the ideological and political education courses. In addition, the teacher in charge of the hot social issues that students care about, such as the people's livelihood project, the gap between the rich and the poor, and education equity, did not clearly explain the root causes of the problems in the classroom. It is difficult for students to concentrate on the course. "Head-down clan" is not uncommon. Moreover, due to insufficient teaching resources, practical teaching of ideological and political courses in a small area is often presented in the form of limited number of students, play and visits, and it becomes a mere formality due to the lack of professional teachers to explain and inspire. The content structure of this kind of ideological and political courses lacks scientificity, which leads to the weakening of the effectiveness of education.

### ***3.3 The teacher evaluation mechanism is not sound***

From the perspective of general education, establishing morality is the fundamental task of higher education, teaching and scientific research are the two main functions of colleges and universities. However, in the course of practice, the relationship between teaching and scientific research has gradually misplaced. It is not the teaching experts who are most respected by the academic circles, but the academic masters who are known for their writings and have rich experience in hosting projects. For colleges and universities, the most important achievement is not the effectiveness of teaching, but the results of scientific research. As the level promotion of universities, subject rankings, funding

applications and academic awards all depend on scientific research indicators, universities emphasize scientific research and neglect teaching, which seriously affects the value orientation of teachers' evaluation within universities. Many teachers devote a lot of time and energy to scientific research on ideological and political education promoted by the state. They do not pay much attention to basic teaching. They do not prepare adequately before class. Some of them even change the teaching content at will. Teachers' disregard for ideological and political classroom teaching, and the one-way instillation of traditional teaching methods, makes it difficult for students to recognize ideological and political education, weakens the effect of ideological and political education, and also affects the improvement of the level of ideological and political education teachers. The fundamental mission of moral education and cultivate people runs counter.

After the reform and opening up, the social macroeconomic environment has undergone tremendous changes, and the social economy has developed rapidly, but the remuneration of college teachers has not improved accordingly. The adjustment of benefits brought about by the market economy has caused some groups with low academic qualifications to make a fortune in the economic wave, resulting in a disparity between academic qualifications and wealth. This kind of inequality has caused some college teachers to be confused about their professional value orientation, doubt their own development space, and take advantage of utilitarianism. In order to increase income, college teachers in the system strive to apply for research projects, obtain a large amount of scientific research funds, and strive to obtain scientific research awards after publishing their papers. Such an interest-driven teacher evaluation mechanism has spawned the uncommon case of "emphasizing scientific research and neglecting teaching" in colleges and universities, and the original intention of teaching and educating people has been forgotten.

#### **4. The countermeasures of ideological and political education in colleges and universities from the perspective of general education**

##### ***4.1 Cultural infiltration, building a campus culture with a strong humanistic atmosphere***

From the perspective of general education, Ideological and political education needs to cultivate students' good ideological norms and moral norms, and to emphasize surpassing the demands of specialized knowledge in different fields of knowledge, so as to achieve the pursuit of integrity and concern for beautiful human nature. Ideological and political education should cultivate students' sense of identity with traditional excellent culture, and cultivate students' independent thinking ability, value judgment ability, rational communication ability, problem-solving ability and a sense of responsibility for establishing the future public life order. For this reason, a good environment full of humanistic atmosphere should be created for ideological and political education in colleges and universities.

First, carry out campus spiritual and cultural construction to provide value guidance for ideological and political education. The school organizes a team of teachers to educate students on the connotation of school history, school conditions and motto, sort out school history and culture, grasp the school development context, well-known alumni, outstanding aged teachers, major cultural events, etc. Teachers can combine school history and culture with the psychological characteristics of students, and implicitly incorporate ideological and political education. Secondly, enrich the material carrier of the campus, and play the role of ideological and political education of the campus material resources to moisturize things. The fountains, motto stones, celebrity statues, buildings, flowers and plants on the campus all contain the cultural pursuit of the university. These material environments reflect the essence of the traditional culture of the campus, creating a clean, harmonious, beautiful and pleasant atmosphere, moisturizing things silently and cultivating the sentiments of teachers and students, and the teachers and students who are infected learn and live in them, so that they can gain a happy spirit and spirit to the improvement of thinking. It can also carry out various forms of student club activities, play the role of campus broadcasting, school newspapers, the Internet, and the media to improve the personality cultivation of college students. Finally, strengthen the construction of campus system and culture, and make institutional preparations for the construction of a campus culture with a strong humanistic atmosphere. The leadership team of colleges and universities should be based on the functional positioning and actual conditions of the colleges and universities, be student-oriented, seek truth from facts and be pragmatic, and formulate corresponding management systems according to needs. Form a democratic atmosphere of open information, scientific decision-making, and orderly supervision, and give full play to students' subjectivity, encourage students to consciously abide by campus rules and regulations, maintain a harmonious and friendly campus environment, in order to

eliminate utilitarian education goals and build correct thinking the orientation of political education forms a campus atmosphere with a strong humanistic atmosphere.

#### ***4.2 Advance with the times and enrich the content of ideological and political education***

Based on the vision of general education, ideological and political education should be integrated into the education system, school environment and social environment and other resources to strengthen the humanistic meaning. The core content of the course is to spread the socialist ideology, with a clear sense of the times, adhere to the Marxist development view of advancing with the times, clarify the law of human social development and the law of the development of the times, according to the characteristics of the stage to the characteristics of subjectivity, the cognitive puzzles and practical problems faced by college students are integrated into the classroom teaching of ideological and political education. In response to the misunderstanding that college students think that ideological and political courses are "useless", ideological and political educators should actively introduce the ideological and political line and basic experience of the Communist Party of China in various periods. It is the key to the success of the party's Cause and Party construction[6]. Through reading the humanities classics, we will have in-depth exchanges across time and space with the great souls, improve students' problem awareness, and inspire students to make independent choices after rational comparison and thinking. The classic texts of ideological and political education in the past are combined with students' current problem consciousness, and they are integrated into the future vision displayed by students.

Adopting new media technology and using online platforms such as Tiktok and WeChat, which are popular among students, inform students of the dangers of Western anti-China forces that use democracy and freedom as an excuse to infiltrate socialist ideology implicitly, and cultivate students' patriotism and globalization vision and international perspective. This requires teachers to go beyond the theoretical knowledge of the textbook, integrate into the hot issues and practical cases that students pay attention to, introduce cutting-edge academic achievements into classroom teaching in a timely manner, and inspire students to see the essence of the problem through phenomena, in the interaction of teacher inspiration, student rational analysis and thinking China firmly believes in socialism and mainstream values. Teaching material theory and thinking and practice are combined to implement the teaching purpose of ideological and political education, and strengthen the sense of identity and belonging of college students to ideological and political education. Through the combination of online and offline, we will build an effective ideological and political education network platform, enrich teaching content, enhance the sense of the times, breath of life and attractiveness of ideological and political education, and allow college students to return to the ideological and political classroom. Build a positive energy public opinion propaganda position for ideological and political education in colleges and universities, and guide college students to establish correct ideological and political education value orientation.

#### ***4.3 Scientific positioning and perfecting the evaluation mechanism of college teachers***

Based on the perspective of general education, colleges and universities should first to make clear the dialectical relationship between general education and professional education, carry out general education practice based on the actual situation of the university[7]. Then to balance the relationship between the two major functions of teaching and scientific research, and carry out scientific functional positioning. The disharmony of teaching and scientific research is related to the unreasonable evaluation mechanism, investment mechanism and value concept. Colleges and universities should realize that colleges and universities are not scientific research institutions, and that educating talents is the primary task of colleges and universities, and high-level teaching is the basic way for colleges and universities to complete the task of teaching and educating people. First of all, colleges and universities should change their educational concepts, keep in mind moral education and cultivate people natural mission of fostering people, and return to the original intention of teaching and educating people. This requires the establishment of a complete developmental teaching effectiveness evaluation system to examine whether the teachers, students, and teaching materials involved in the teaching process have a benign interaction between the subject and the object, whether the teaching process is complete and effective, and whether it is both ideological and scientific. This kind of teaching evaluation index highlights the observation and evaluation of the teaching process, involves many subjective factors, and is not easy to operate, but it is worth exploring and trying. Second, the education authority should guide universities to reform the teacher evaluation system, innovate the teacher evaluation system based on

the leading principle of science and rationality, and change the status quo of abnormal evaluation of "scientific research determinism". In the process of evaluating college teachers, the long and difficult to quantify teaching and education achievements and relatively short and fast scientific research results should be included in the teacher evaluation indicators at the same time. The education management department should clearly stipulate that schools are centered on teaching and educating people, with scientific research assisted teaching, and rationally allocate the weight of curriculum teaching results and scientific research achievements in the process of teacher evaluation, increase teaching rewards, and encourage teachers to commit to high-quality teaching. Change today's prevailing "determinism of scientific research results", combine qualitative evaluation and quantitative evaluation scientifically, instead of evaluating for the sake of evaluation, simply choose easy-to-operate scientific research results to measure the level of teachers, avoid teachers blindly pursuing scientific research benefits, and promote teachers' efforts to improve the quality of teaching improves the effectiveness of ideological and political education.

At last, reinforce the assessment arrangement of school instructors' morals and style. The degree of extensive nature of instructors is the vital connection to be perceived as an educator and to encourage ethical quality. As of late, schools have more than once neglected to show educators' profound quality, which mirrors the shortfall of the assessment arrangement of school instructors' morals and style. To logically assess school educators, animate their energy and imagination, and keep up with the picture of school instructors, instructors morals and style ought to be fused into the instructor assessment framework as per the new issues and new circumstances arising in universities and colleges, and the assessment pointers ought to be refreshed sooner rather than later. The assessment framework for school instructors with far reaching appraisal content, assessment of group callings, and the significance of educator morals and style features the significance of "utilizing a framework to guarantee the execution of the development of school educators morals and style," getting back to the first desire and mission of instructing and teaching individuals.

## 5. Conclusion

Ideological and political education courses are important general courses in the humanities and social sciences in colleges and universities. The ultimate goal of general education and ideological and political education in colleges and universities is to realize the free and comprehensive development of people. Traditional ideological and political education focuses on the instillation of political ideology, emphasizing its social responsibilities for exerting its internal social stabilizer function. General education focuses on the overall development of the individual and the solidification of the role of social citizenship. To this end, the research believes that from classroom teaching to social practice, from student learning to teacher teaching, from campus culture to teacher evaluation, it is necessary to give full play to their potential influence, multi-pronged, and form a joint force of education to promote general education. The reform of ideological and political education in colleges and universities has achieved success.

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