

The realistic dilemma and breakthrough path for the innovative development of ideological and political education for university students

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Abstract: *The development of ideological education in colleges and universities must adapt to the educational environment in the new period. Promoting the innovation of ideological and political education mechanism in colleges and universities based on the change of realistic environment is conducive to improving the effectiveness of educating people. This paper starts from the necessity of promoting the innovation and development of ideological and political education of college students, analyzes the realistic dilemmas encountered in the current innovation and development, and puts forward the corresponding breakthrough paths for reference.*

Keywords: *educational innovation; real-life dilemmas; breakthrough paths*

1. Introduction

Innovation is the first driving force leading development. In order to meet the needs of realistic development, in the context of the new era, ideological and political workers in universities must deeply understand the concept of innovation and skillfully integrate it into the concrete practice of innovative development of ideological and political education, so as to promote the sustainable development of education quality.

2. The necessity of innovative development of ideological and political education for college students

Whether university students can grow up and become successful is related to the future of a country and a nation. Promoting the innovative development of ideological and political education for university students is not only the essential pursuit of implementing the task of forging the soul and nurturing people, but also the realistic demand of cultivating the new man of the times, and the inevitable requirement of adapting to the development of modern technology, which has important theoretical significance and practical value.

2.1 The essential pursuit of implementing the mission of soul-casting and nurturing

Ideological and political education is different from other simple knowledge education. In addition to imparting knowledge and theory, it must be internalised into students' values and transformed into concrete actions, realising the organic unity of internalisation in the heart and externalisation in action, which has higher requirements for teaching effectiveness. With the development of the times, the traditional ideological and political education methods can no longer meet the higher expectations. Ideological and political educators should take the cultivation of the soul as the essential pursuit, re-examine the whole process of ideological and political education of college students from the perspective of "people-oriented", reform the institutional mechanism of ideological and political work in colleges and universities in a more comprehensive way, enhance the sustainable effectiveness of the educational effect, and put the mission of ideological and political education into practice.

2.2 The realistic demand of cultivating the new man of the times

The world is now in the midst of a major change unprecedented in a century. From a long-term

strategic perspective, an important criterion for building a strong education country is to cultivate a group of new people of the times who have ideals and dare to take up responsibilities. Ideological and political education is an important channel for cultivating new talents of the times, and the quality of its teaching has a bearing on the overall situation of talent training. In the new era, the changes in speech and behaviour presented by university students on the surface essentially reflect the changes in their ideology. Therefore, educational innovation and reform must respect the laws and characteristics of students' growth and development, look at the essence through the surface, start from the changes in students' inner needs in the new era, deeply analyse students' ideological dynamics, behavioural preferences and value orientations, deeply grasp the fundamental pursuit of ideological and political education innovation and development, and cultivate ideal and ambitious newcomers of the times who can adapt to the new situation according to the changes in the development needs of the times. [1]

2.3 Conformity to the inevitable requirements of modern technological development

With the rapid development of modern technology, the internal and external environment has undergone radical changes, fundamentally altering the way of thinking and behaviour of university students. The one-way indoctrination method with the educator as the main body has lost its attraction, the authority of the educator has weakened, the subject awareness of the educated has increased, and the balance of the role of the teaching subject has gradually shifted. Educators in higher education should also be aware of this change and clearly understand that the use of modern technology is an inevitable means to promote the innovative development of ideological and political education for university students. They should take the initiative to comply with the development of technology, deepen their understanding of the laws of modern technology development and its practical application, increase the importance of students' subjectivity in the teaching process with the help of technological dividends, open up the channels of interaction between teachers and students, and stimulate students' learning initiative.

3. The real dilemma of the innovative development of ideological and political education for college students

3.1 It is difficult to control the scale of reform in the development of innovation of students' thinking and political education

With the rapid development of network information technology, there are more possibilities for innovative ways of ideological and political education for college students. On the one hand, in the Internet era, ideological and political education workers in colleges and universities need to actively use modern information and communication technology to constantly update their work philosophy and working methods. Due to the differences in teachers' individual age, concepts and speed of accepting new things, some teachers of ideological and political science classes will be repulsed by new things and just want to use new concepts to create gimmicks and carry out formal teaching mode reform, resulting in the reform being little different from the traditional ideological and political work mode in the past, which does not lead to substantial improvement in teaching effect.

On the other hand, in concrete practice, the innovative development of ideological and political education of college students often focuses too much on the rationality of innovative tools, while ignoring the value and rationality of innovation, which leads to the over-simplification, utilitarianism and formalization of innovative ways and methods, weakening the value of innovative development and making the actual educational effect unsatisfactory. At the same time, the pursuit of the technological dividend for educational innovation and reform is likely to lead to a blind worship of technology and to the dissolution of the innovative consciousness and capacity of the educational subject and object. Weakening the status of human subjects in the education process will inevitably cover up the connotation of the innovative development of ideological and political education for university students, and will lead to the dilemma of putting the cart before the horse.

3.2 Innovation in educational methods has not yet formed a long-term mechanism

Through research and analysis of the content provision and discourse expression of ideological and political education in universities, it is easy to find that the discourse expression of ideological and political education in universities is relatively rigid, the content disseminated is too political, documentary and indoctrination, and lacks interactivity and participation, which leads to low interest of

students in learning and even resistance. On this basis, some universities began to try to enrich the education channels and enhance the teaching effect by establishing a new mechanism of online ideological and political education. However, when the content of online ideological and political education in universities gradually tends to be user-centred, with more emphasis on content innovation and user experience, the characteristics of politicisation and doctrine will gradually weaken, while the characteristics of entertainment, storytelling and interaction will gradually strengthen, resulting in insufficient output of content with theoretical persuasion and ideological penetration to truly impress students. At present, higher education institutions are actively studying and gradually building a brand new framework for online ideological and political discourse, but they have not yet formed a stable model and style that is popular among students. This shows that in the Internet era, the way of ideological and political education work in colleges and universities is still relatively closed, and a long-term mechanism that can steadily produce quality content that is both interesting and academic has not yet been formed.

4. A breakthrough path for the innovative development of ideological and political education for university students

When seeking a breakthrough path for innovative development in the ideological and political education of college students, we should adhere to the mission of casting the soul and nurturing people, focus on and respond to innovative development problems, focus on breaking through existing dilemmas, test and improve the effect of education in practice, and devote ourselves to promoting the all-round development of college students.

4.1 Innovation in keeping the right direction

The innovative development of ideological and political education for university students must be guided by the basic principles in order to avoid drifting in the direction caused by detachment from the basic principles and arrogation of the laws of the discipline. To ensure the scientific and pure development of the theoretical discipline, and to stimulate the endogenous and sustainable development momentum of the course, in order to ensure a steady progress in the innovative development of ideological and political education. At the same time, political and academic rationality is the embodiment of the essential attributes of the Civic and Political Science course. The development of innovative reform of ideological and political education in colleges and universities should adhere to the basic direction without wavering, adhere to Marxism as the theoretical cornerstone, use the academic rationality, science and thoroughness of horse theory to conquer students and achieve the effect of convincing people with reason. Ideological and political education is not simple knowledge indoctrination or political propaganda, but should tell Chinese stories in vivid language, arm students' minds with profound theories, test and improve the teaching effect with rich practical activities, and closely link the ideological and political theory classes with social life, so that the teaching effectiveness of ideological and political education can be internalized in the heart and externalized in action.

4.2 Innovation in development by grasping the changing times

The ideological and political education of university students must be based not only on the objective aims and tasks of education, but also on the realistic situation of students' minds. The supply of educational content must be based on the realistic needs of students, and must be based on the integration of social needs, keeping up with the times, changing and innovating according to events and situations. The content of education and teaching methods must be reformed and innovated according to the existing situation and future development trends, emphasising the innovative nature of ideological and political education to keep pace with the times.

"New in light of the situation" means that educators should take the initiative to adapt to the international and national environment and change their thinking about teaching. For one thing, the content of education should keep up with the international situation and domestic trends. The content of education should be closely aligned with the guiding ideology of the Party and the State. Thanks to the development of Internet information technology, the new generation of "post-00s" students have wider and more convenient channels to follow current affairs at home and abroad. Educators should make full use of this attention to make them consciously care about the development of the country and society, correctly understand the mission given to them by history, and take up the important task of national

rejuvenation. It is therefore necessary to update the content of education in response to changes in the situation at home and abroad, to raise university students' awareness of the general domestic environment and the global situation, to broaden their horizons to an international perspective, to cultivate an awareness of the overall situation, to enhance young students' national self-esteem and self-confidence, to awaken their sense of national anxiety, and to be able to stand up to the test even in the intricate world development trend, to hold fast to the bottom line and not forget the original intention. Secondly, the curriculum content is adapted to the new dynamics of students' lives. In practical terms, it is possible to capture the needs of a new generation of university students for online learning resources. Educators need to dig deeper into the educational values embedded in online topics and translate them into teaching content and materials. In the Internet age, university students' reliance on the Internet has grown like never before. While it has expanded the ways of learning and entertainment, it is also easy to overindulge in the virtual world. Therefore, we should speed up the construction of online thinking positions, take advantage of the development trend of online thinking, actively respond to students' confusion caused by the invasion of online thinking, complement the educational content in a targeted manner, strengthen rational discernment and scientific guidance, and help them resist the influence of undesirable information. [2] At the same time, the innovation of the content of the Civics course must be guarded, adhere to the seriousness and scientific nature of the course itself, not just cater to the needs of students, the blind pursuit of hits and attention, the loss of the academic connotation of the discipline itself.

Thirdly, new media can be used to carry out blended teaching. Blended learning is a combination of ideological and political education and modern information technology according to the ideological characteristics and growth environment of college students in the new era, so that they can obtain more targeted knowledge according to their needs and effectively improve the educational effect of ideological and political education. Using new media for hybrid teaching not only meets the new individual needs of students, but also enhances their learning initiative and self-awareness. Both offline and online teaching have their own strengths and weaknesses, and initiatives should be taken to find effective combinations between the two, so as to achieve mutual promotion and complementary advantages. [3] For example, adding online classrooms and fragmented learning methods. Firstly, online classrooms can be free from the constraints of time and space, with a more relaxed format, a more lively atmosphere and easier communication, which can better bring into play the subjective role of students and thus stimulate their enthusiasm for learning. Secondly, in contrast to large classes and whole blocks of time, fragmented teaching is a way of dividing students' learning periods or learning into segments. Students are free to choose what they want to learn at the right time and place, according to their own circumstances. The time required is small, the attention is more focused and the learning content is relatively more relevant. [4] Thirdly, we should strengthen the construction of the platform for online thinking and politics. Using emerging media technology, we should create websites on the theme of thinking and politics education, strengthen the creation of "two micro ends", build up a network thinking and politics discourse system, and form a new pattern of network thinking and politics education. The website will link the fragmented knowledge together, combine the knowledge points into a systematic knowledge system and upload it to the online platform for students to learn, so that students can actively participate in learning in a more friendly and relaxed atmosphere. [5]

4.3 Creating a large social classroom to innovate in practice

As society becomes more open and information technology becomes more developed, students' access to knowledge is gradually diversifying, and schools can no longer monopolise educational resources and the entire discourse. Knowledge and information break through the boundaries of time and space, presenting a multi-dimensional development, and the socialisation and sharing of education is inevitably the new trend. Under the new situation, the ideological and political education of college students must follow the organic unity of theory and practice, dovetail the large classroom of ideology and politics with the small classroom of society, and achieve the teaching objectives through diversified educational means. It can be optimised in the following aspects: firstly, constantly innovate and enrich the practical activities in school. The university is the main living space for university students, and its educational environment and educational practice have important guiding significance for students' development. At present, student associations and student unions are important organisations and management bodies for students to carry out practical activities on campus, but the number of students' self-organisations is relatively small, and there are problems of few types of activities, single forms and unsatisfactory effects. Therefore, according to the actual situation of the school, students' associations should be given a certain degree of autonomy and guided to strengthen their connection with ideological and political work. Using the existing resources, a series of campus

practical activities with the cultural characteristics of colleges and universities should be selectively carried out. Secondly, it is necessary to expand students' off-campus practice methods, strengthen the exchange of practice inside and outside schools, and further enrich students' practical activities. Universities can strengthen cooperation with local enterprises, educational institutions and other sectors, so that students can perceive the influence they generate on the survival and development of others through their own personal actions, in order to identify and accept from their hearts the importance and necessity of implementing practical activities in schools. However, due to the relatively simple environment in which students grow up, the lack of real-life social experience and on-the-ground life experience restricts their level of 'knowledge in action' to a certain extent. Universities should make full use of the educational advantages of their schools and regions to create quality practical courses that meet the actual needs of students, so that the nurturing effect of ideological and political education can be manifested and enhanced in vivid social practice.

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