

Research on the Innovation of Mainstream Ideological Identity Education Path for Local Normal Students in the New Era

Manxia Gong*

Yiyang Normal College, Yiyang, 413000, Hunan, China

*Corresponding author: 825136562@qq.com

Abstract: This paper aims to study the innovation of mainstream ideological identity education path for local normal students in the new era. By analyzing the ideological identity of local normal students in the new era, this paper discusses its influencing factors and current situation in the education process. On this basis, an innovative educational path is put forward, aiming at improving the recognition of local normal students to mainstream ideology. In order to improve the ideological identity of local normal students, this paper puts forward an innovative educational path. First of all, schools should strengthen the education of mainstream ideology and provide diversified learning resources and educational environment. Secondly, families and society should actively participate in the ideological identity education of local normal students and provide correct guidance and support. Finally, local normal students should actively study and think, and improve their cognitive level and critical thinking ability. Through this study, we can better understand the ideological identity of local normal students in the new era, and put forward corresponding suggestions for educational path innovation. This is of great significance to promote the ideological maturity and social responsibility of local normal students, and also helps to build a harmonious socialist core values.

Keywords: New era; Local normal students; Ideological identity; Path innovation

1. Introduction

1.1 Research background and significance

Under the background of the new era, local normal students, as an important group to cultivate grassroots education talents, their ideological identity is of great significance to social stability and development. The ideological identity of local normal students is influenced not only by family background and school education, but also by social environment. However, due to the complexity of various factors, the ideological identity of local normal students is relatively low, and there are some problems such as low identity and immature ideas. Therefore, it is of great practical significance to study the innovation of mainstream ideological identity education path for local normal students in the new era. First of all, by deeply understanding the ideological identity of local normal students, we can provide theoretical guidance and practical experience for cultivating teachers with correct values and social responsibility. Secondly, the innovative educational path can help local normal students better identify with the mainstream ideology, strengthen their ideological maturity and sense of social responsibility, thus making contributions to building a harmonious society and realizing educational modernization.^[1]

In addition, this study also has academic significance. Through the research on the ideological identity education path of local normal students in the new era, we can expand the theoretical framework in the field of ideological identity and enrich the research content in the fields of pedagogy and sociology. At the same time, this study also provides reference for other related fields, such as education policy formulation and normal education reform. Through in-depth study on the ideological identity of local normal students, and put forward the corresponding suggestions on the innovation of educational path, it can promote the ideological maturity and social responsibility of local normal students, and help to build a harmonious socialist core values.

1.2 Research purposes and research issues

The purpose of this study is to explore the innovation of mainstream ideological identity education

path for local normal students in the new era. Under the current social background, the problem of ideological identity of local normal students has become increasingly prominent, which is of great significance for cultivating normal students with correct ideological identity. Therefore, the purpose of this study is to put forward an innovative educational path through in-depth analysis of the ideological identity of local normal students, so as to improve the identity of local normal students to mainstream ideology.

On the basis of achieving the above objectives, this study will focus on the influencing factors of local normal students' ideological identity in the new era, the key elements of the innovation of local normal students' ideological identity education path and how to improve the degree of local normal students' recognition of mainstream ideology. Through the in-depth study of these research issues, we can better understand the ideological identity of local normal students in the new era, and put forward corresponding suggestions for educational path innovation. This will be of great significance to promote the ideological maturity and social responsibility of local normal students, and also help to build a harmonious socialist core values.

2. Analysis of the influencing factors of ideological identity of local normal students in the new era

2.1 The impact of school education on ideological identity

School education plays an important role in the ideological identity of local normal students. As a place for imparting knowledge and shaping values, schools have a far-reaching impact on the ideological identity of local normal students. The following will discuss the influence of school education on the ideological identity of local normal students from two aspects: educational content and educational environment.

2.1.1 The influence of educational content on ideological identity

The content of school education directly affects the degree of local normal students' recognition of mainstream ideology. First of all, schools should strengthen the education of mainstream ideology, and guide local normal students to understand and accept the core values of mainstream ideology through the design of curriculum and teaching content. For example, the educational content of socialist core values can be integrated into the curriculum to cultivate local normal students' recognition and understanding of socialist core values. Secondly, schools should provide diversified learning resources and educational environment. Through a variety of learning resources, such as libraries, laboratories, scientific research institutions, etc., local normal students can be exposed to different fields of knowledge and views, broaden their horizons, and enhance their understanding of diverse ideologies. In addition, schools should create a positive educational environment, create an atmosphere that encourages speculation and discussion, and stimulate local normal students to think and explore ideology.

2.1.2 The influence of educational environment on ideological identity

The educational environment of the school also has an important influence on the ideological identity of local normal students. First of all, schools should establish a positive campus culture and advocate the core values of mainstream ideology. Through various forms of thematic education activities and lectures, a strong atmosphere of mainstream ideology is created, which makes it easier for local normal students to accept and identify with mainstream ideology on campus. Secondly, schools should strengthen the construction of teachers and cultivate excellent teachers. Teachers are role models and guides for local normal students and play an important role in ideological identity education. Schools should pay attention to the cultivation of teachers' ideological and political quality and teaching ability, improve their understanding and recognition of mainstream ideology, and thus influence the recognition of local normal students to ideology.^[2]

2.2 The impact of school education on ideological identity

In the school education environment, providing diversified learning resources and education environment has an important influence on the ideological identity of local normal students. Schools can provide rich learning resources through a variety of curriculum and textbook selection to meet the different learning needs of local normal students. This includes but is not limited to offering diversified elective courses and introducing multicultural teaching materials and reference materials. Through diversified learning resources, local normal students can be exposed to different fields of knowledge and viewpoints, broaden their horizons and cultivate open and inclusive ideological identity.

Schools should create a positive and diverse educational environment and encourage students to participate in various academic, cultural and social activities. For example, organize academic lectures, cultural and artistic exhibitions, social practice, etc. to provide local normal students with extensive opportunities to participate and promote their exchanges and interactions with people with different backgrounds and viewpoints. Such a diversified educational environment is helpful to cultivate the critical thinking and discriminating ability of local normal students, so that they can fully understand and understand the mainstream ideology.

Schools should pay attention to cultivating local normal students' innovative thinking and practical ability, so that they can actively think and explore various problems. Through innovative education and practical activities, such as scientific research projects, social research, practice and training, local normal students can exercise their critical thinking ability and problem-solving ability. This kind of training helps local normal students to understand and identify with the mainstream ideology more deeply, and can apply it to practical education.^[3]

By providing diversified learning resources and educational environment, schools can create an open and inclusive educational atmosphere for local normal students and promote their recognition of mainstream ideology. However, it should be noted that schools should reasonably arrange and manage diversified learning resources and educational environment to ensure their quality and effectiveness. At the same time, the school should also actively guide and guide local normal students, keep rational thinking and discriminating ability when they are exposed to diversified viewpoints and ideas, and avoid blind obedience and extremism.

2.3 The impact of social environment on ideological identity

Social environment is one of the important factors affecting the ideological identity of local normal students. Social environment includes social culture, social values and social atmosphere. Social culture has an important influence on the ideological identity of local normal students. For example, if social culture tends to attach importance to personal interests and utilitarianism, local normal students may be more likely to accept and identify with such values and ignore social responsibility and public interests. Social values will have a direct impact on the ideological identity of local normal students. If social values emphasize individual rights and freedoms, local normal students may be more inclined to pursue individual interests and freedoms, while ignoring social responsibilities and collective interests. Social atmosphere has an important influence on the ideological identity of local normal students. If the social atmosphere encourages individualism and free thinking, local normal students may be more likely to accept and agree with this kind of thinking, ignoring social responsibility and collective interests.

3. Analysis of the ideological identity of local normal students in the new era

3.1 The problem of low recognition

When analyzing the current situation of ideological identity of local normal students in the new era, it is found that the degree of identity is not high.

In the new era, local normal students lack in-depth understanding of mainstream ideology, and there is a lack of in-depth understanding of mainstream ideology in ideological identity. They don't know enough about the core values of socialism, Socialism with Chinese characteristics Theory and other mainstream ideologies, and they don't know clearly about their connotation and importance. This leads to their low recognition of mainstream ideology.

There is a problem that local normal students are not mature enough in ideological identity. Due to the lack of in-depth understanding of mainstream ideology, they are easily influenced by external information and opinions, their thoughts are easily vacillating, and they lack firm beliefs and values. This leads to their low recognition of mainstream ideology.

Local normal students are influenced by the education system in terms of ideological identity. At present, the education system generally has the problem of insufficient mainstream ideology education, and the curriculum and teaching methods focus on knowledge transmission, lacking systematic education and guidance for mainstream ideology. This leads to the insufficient and in-depth cultivation of ideological identity of local normal students in the process of receiving education.

3.2 The problem of immature ideas

The maturity of ideas directly affects the degree of individual recognition of ideology. In the new era, there is a problem of immature ideas among local normal students. In the process of receiving education, local normal students tend to accept traditional concepts and authoritative views, lacking in in-depth thinking and independent thinking ability. Their understanding of mainstream ideology often stays on the surface, lacking in-depth thinking about the principles and logic behind it.

Local normal students often only accept one viewpoint in the learning process, lacking the ability of critical thinking and dialectical thinking on different viewpoints. They are easy to fall into one-sidedness and prejudice, have weak ability to deal with complex problems, and are easily influenced and manipulated by the outside world. In the process of education, local normal students are often expected and pressured by their families, schools and society, lacking the ability of independent choice and independent thinking. They often lack initiative and autonomy in ideological identity and are easily influenced by other people's views and opinions.

4. Innovation of ideological identity education path for local normal students in the new era

4.1 School education path innovation

In the ideological identity education of local normal students in the new era, schools play an important role. In order to improve the local normal students' recognition of mainstream ideology, it is necessary to innovate the school education path.

Schools should incorporate mainstream ideology education into the curriculum system, and guide local normal students to understand and understand the core values and concepts of mainstream ideology by offering relevant courses or modules. The content of education can include the national constitution and laws, the party's line, principles and policies, and socialist core values. At the same time, the educational content should be combined with the professional knowledge and practice of local normal students, so that they can integrate mainstream ideology with educational practice and improve their recognition of mainstream ideology.^[4]

Schools should provide diversified learning resources and educational environment to cultivate local normal students' critical thinking ability and independent thinking ability. Schools can organize special lectures, academic seminars and other activities, invite experts, scholars and social celebrities to share their opinions and experiences, and broaden the horizons of local normal students. In addition, the school can also establish student associations and academic teams, provide opportunities for independent inquiry and research, and cultivate local normal students' innovative consciousness and critical thinking.

By strengthening the education of mainstream ideology and providing diversified learning resources and educational environment, the innovation of school education path can effectively improve the ideological identity of local normal students. However, it should be noted that the innovation of school education path is not only a matter of curriculum setting and resource provision, but also requires the change of teachers' professional quality and educational concept. Therefore, schools should strengthen the construction of teaching staff, improve teachers' professional ability and education level, so as to better guide and influence the ideological identity of local normal students.

4.2 Path innovation of family and social participation

In the ideological identity education of local normal students in the new era, the participation of family and society plays a vital role. Family is the foundation for the growth of local normal students, while society is an important place for them to get in touch with diverse ideas and values. Therefore, the participation of family and society needs innovative paths to improve the recognition of local normal students to mainstream ideology.

As the first educational place for local normal students, family should provide correct guidance and support to help them understand and accept mainstream ideology. Family members can convey correct values and ideas through positive words and deeds. At the same time, families should encourage local normal students to actively participate in social practice activities and increase their cognition and thinking about social problems.

The society should actively participate in the ideological identity education of local normal students

and provide diversified educational resources and opportunities. The government, social organizations and enterprises can jointly carry out various educational activities, such as lectures, seminars and cultural exchanges, so as to broaden the horizons of local normal students and increase their contact and understanding of diverse concepts. In addition, the society should also strengthen the care and support for local normal students and provide them with a good growth environment and development opportunities.

In order to improve local normal students' recognition of mainstream ideology, society should create a diversified social environment. Diversified social environment can help local normal students to get in touch with different ideas and values, thus increasing their acceptance and understanding of diversity. The society should encourage local normal students to participate in various cultural activities and social activities, communicate and interact with people from different backgrounds, and promote their ideological maturity and the formation of values.

Through the participation of family and society, the ideological identity education of local normal students can be effectively promoted. The correct guidance and support of family and society, as well as diversified educational resources and environment, will help to improve local normal students' recognition of mainstream ideology and cultivate their maturity and sense of social responsibility. However, it should be noted that the participation of family and society needs to be carried out in an orderly manner, avoiding excessive guidance and intervention, and respecting the personal choice and thinking of local normal students.

4.3 Local normal students' own path innovation

As an important group of future educators, local normal students' ideological identity has an important influence on the development of education. Therefore, the path innovation of local normal students is the key to improve the degree of ideological identity.

Local normal students should actively study and think to improve their cognitive level and critical thinking ability. They should pay attention to the educational trends and academic research results at home and abroad, and constantly enrich their knowledge reserves. Through in-depth study and thinking, local normal students can better understand and grasp the core values of mainstream ideology, thus improving their recognition.

Local normal students can actively participate in various practical and social activities and broaden their horizons and experiences. They can participate in educational practice, social practice, voluntary service and other activities, and communicate and interact with people with different backgrounds and concepts. Through practice and social activities, local normal students can better understand the diversity and complexity of society and enhance their sense of identity with mainstream ideology.

Local normal students should cultivate critical thinking and values, and not blindly follow and absolutely accept ideological concepts. They should learn to think independently, analyze and evaluate the rationality and feasibility of different viewpoints. Through critical thinking, local normal students can form their own independent ideological identity, and at the same time, they can better understand and accept the opinions and viewpoints of others.

Local normal students can establish a learning and communication platform and have in-depth discussions and exchanges with peers, teachers and experts. They can organize academic seminars, reading clubs, lectures and other activities to share their research results and thoughts, and at the same time, they can take this opportunity to listen to the voices and opinions of others. Through the learning and communication platform, local normal students can continuously improve their cognitive level and ideological identity.

The path innovation of local normal students is an important way to improve the degree of ideological identity. Through active learning and thinking, participating in practice and social activities, cultivating critical thinking and values, and establishing a learning and communication platform, local normal students can continuously improve their cognitive level and ideological identity and make greater contributions to future education.^[5]

5. Suggestions on the innovation of educational path

In improving the ideological identity of local normal students in the new era, the innovation of educational path is very important. Schools should strengthen the education of mainstream ideology, so

that local normal students can better understand and identify with the socialist core values. Teachers can guide students to think deeply and explore the connotation and significance of mainstream ideology by offering relevant courses, organizing discussions and debates.

Schools should provide diversified learning resources and educational environment to expose local normal students to different ideas and cultural backgrounds. This can help them broaden their horizons, enhance their cognitive ability, and better understand and connect with mainstream ideology. Family and society play an important role in the ideological identity education of local normal students. Parents and society should provide correct guidance and support to help local normal students establish correct values and ideas. This can be achieved through family education, social activities and social organizations. Family and society should actively participate in the ideological identity education of local normal students and form a joint force with the school. Some lectures, symposiums and community activities can be organized to allow local normal students to interact with people from all walks of life and increase their sense of identity with mainstream ideology. Local normal students themselves should take the initiative to study and think, and improve their cognitive level and critical thinking ability. They can deepen their understanding and recognition of mainstream ideology through extensive reading, participation in discussion and research.

Through the above educational path innovation, the ideological identity of local normal students in the new era can be effectively improved. This will not only help local normal students to develop their ideological maturity and sense of social responsibility, but also help to build a harmonious socialist core values. However, it should be noted that the innovation of educational path needs the joint efforts of schools, families and society, and it also needs to constantly sum up experience and improve methods to meet the needs of ideological identity education for local normal students in the new era.

6. Conclusion

The ideological identity of local normal students in the new era is influenced by many factors. Family background is an important influencing factor, and family values and educational methods will have a far-reaching impact on the ideological identity of local normal students. School education is also a key factor. Schools should strengthen the education of mainstream ideology and provide diversified learning resources and educational environment. In addition, the social environment also plays an important role in the ideological identity of local normal students, including public opinion and media influence. Secondly, there are some problems in the ideological identity of local normal students. First of all, their relatively low degree of recognition means that their acceptance of mainstream ideology is limited. Secondly, the ideas of local normal students are not mature enough, and they lack in-depth thinking and understanding of complex social problems.

In view of these problems, an innovative educational path is put forward. First of all, schools should strengthen the education of mainstream ideology and provide diversified learning resources and educational environment to stimulate local normal students' interest and understanding of mainstream ideology. Secondly, families and society should actively participate in the ideological identity education of local normal students, provide correct guidance and support, and help them establish correct values and beliefs. Finally, local normal students should take the initiative to study and think, improve their cognitive level and critical thinking ability, so as to better adapt to the complex and changeable social environment.

To sum up, the ideological identity of local normal students in the new era is a complex and important research field. Through the analysis of its influencing factors, current situation and problems, it can provide beneficial enlightenment and suggestions for the innovation of ideological identity education path for local normal students. This is of great significance to promote the ideological maturity and social responsibility of local normal students, and also helps to build a harmonious socialist core values.

Acknowledgements

Project Information: 2023 Hunan Provincial Social Science Achievements Evaluation Committee general project "New Era of Local Normal College students Mainstream Ideological Identity Education Reform and Innovation Research" (project number: XSP2023FXC158)

References

- [1] Li Li. *Innovative research on mainstream ideological education of college students in the new era* [J]. *Economic research guide*, 2020,16(32):84-85+89.
- [2] Haisha Xi, Chong Yao. *On the innovative path of mainstream ideological education for young students under the background of all-media* [J]. *Middle School Political Teaching Reference*, 2020,27(25):69-72.
- [3] Li Zeng. *Research on innovation of mainstream ideological education path for college students in the new media era* [J]. *China Adult Education*, 2015(16):79-81.
- [4] Jingfang Xie. *Research on the path of mainstream ideological identity education for college students in the new media era* [J]. *Journal of Hubei Open Vocational College*, 2023, 36(6):123-124.
- [5] Weiwei Cao. *On the mainstream ideological education of students in normal universities under the new situation* [J]. *Love, marriage and family*, 2022(7):0027-0028.