The Dilemma of Ideal and Conviction Education for College Students in the New Era and the Solutions to Relieve it

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Abstract: In the contemporary society of diversified values and information explosion, the education of college students' ideals and beliefs is facing unprecedented challenges. This paper focuses on the real-life dilemmas that exist in the current education practice, analyzes the root causes, and puts forward practical strategies to alleviate them. The study concludes that it is necessary to build a new system of idealism education that is contemporary, attractive and effective by updating educational concepts, innovating methods and carriers, optimizing the environment, and strengthening the role of the main body, so as to help young students to build a firm spiritual foundation and realize the harmonious unity of personal value and social development.

Keywords: college students, idealistic belief education, value guidance, educational dilemma, relief strategy

1. Introduction: an urgent proposition under the change of the times

Ideal belief, as the core pillar of individual spiritual world and the inner driving force of action, is of great importance to college students who are in the critical period of shaping their worldview, outlook on life and values. It points to the individual's deep recognition and persistent pursuit of the meaning of life, future goals and social responsibility. At a time when science and technology are changing rapidly, the tide of globalization is surging, and the ideology of society is changing profoundly, the environment in which college students grow up, the way of obtaining information, and the standard of value judgment have all changed significantly. The tension and even misalignment between traditional educational concepts, contents and methods and the ideological characteristics, cognitive habits and acceptance preferences of young students in the new era are increasingly apparent. How to effectively respond to the challenges of the times, solve the current dilemma, and enhance the attractiveness, persuasiveness and effectiveness of idealism education has become a major issue concerning the growth of young people and the future of the country.

2. The reality of the dilemma: multi-dimensional challenges intertwined

(1) The impact of value diversification and the difficulty of integration: Under the background of globalization, various social trends and values have been widely spread and fiercely collided through the Internet. Individualism, utilitarianism, hedonism, historical nihilism and other concepts have a certain market among some students, dissolving traditional values such as collectivism, dedication and ambition. How to respect the individual freedom of choice at the same time, effectively guide students in the diversity of values to identify the mainstream, identify with the core, firmly noble, has become the primary problem facing education.

(2) The sense of alienation between educational content and real-life experience: Educational content is imperfect, not targeted enough, and lacking in systematic wholeness [1]. Part of the educational content has a tendency to be theorized and conceptualized, and fails to be closely linked to the great achievements and vivid practices of the country's development,

and fails to respond profoundly to the social hotspots, real conflicts and personal development confusions that students are concerned about. The grand narratives sometimes fail to be effectively transformed into concrete situations that students can feel and understand, resulting in a "gap" between the educational content and students' individual life experiences and real-life concerns, which reduces the sense of empathy and persuasive power.

(3) Inadequate adaptation of educational methods to the characteristics of the times:

Limitations of unidirectional indoctrination: traditional classroom lectures and presentations still account for a large proportion of the time, and students' subjectivity is not sufficiently brought into play, with little interaction and participation, making it difficult to stimulate deeper thinking and emotional recognition.

Insufficient depth of new media application: although it is common to use online platforms, it often stays at the level of information dissemination, failing to make full use of big data to analyze students' needs and accurately push content; failing to develop high-quality and attractive online cultural products in depth (such as short videos, H5, animation, immersive experience, etc.); and the fusion and interaction of online and offline and the guidance of the community need to be strengthened.

The depth and breadth of the practice link is to be expanded: the education method is rather general and single, the practice education is insufficient, the assessment form is not innovative, and the effectiveness is not strong [2]. The combination of social practice, volunteer service, internship training and other links with the education of ideals and beliefs is not close and systematic enough. Some of the activities are formalized and superficial, failing to guide students to deeply observe the society, realize the state of the nation and understand their responsibilities, and the transformative effect of practical education needs to be improved.

(4) Challenges of educators' own quality and ability: Some educators (such as counselors, classroom teachers, professional teachers, student work cadres, etc.) have deficiencies in theoretical skills, knowledge reserves, communication art, and the ability to use new media. In the face of students with active thinking and wide access to information, the depth of their theoretical explanations, the power of explaining real-life problems, and the ability to have equal dialogues with students are sometimes challenged. At the same time, the educator's own firmness of belief and charisma also directly affect the educational effect.

(5) Negative influence of complex social environment and network ecology: Certain negative phenomena (such as lack of integrity, fairness and justice, etc.) in the period of social transition, rumors in cyberspace, negative emotions, excessive entertainment tendency, etc. may interfere with the value judgment and ideal beliefs of college students. The utilitarian orientation of family education and the phenomenon that some parents emphasize intelligence rather than morality also weaken the synergistic effect of ideal conviction education.

3. Difficulties: analysis of deep-seated reasons

(1) The profound influence of the drastic changes in the social environment: the pressure of competition brought about by the deepening of the market economy, the tendency of materialism, the stage contradictions in the rapid transformation of society, and the complex evolution of the international pattern have all affected the value orientation and spiritual world of young students at the macro level.

(2) The lag in updating the concept of education: some educational subjects have not studied the profound changes in the thinking and behavioral characteristics of contemporary college students, and have yet to deepen their understanding of the laws of idealism education. Failure to fully realize the conceptual change from "management constraints" to "leading service", from "knowledge transfer" to "value shaping and ability cultivation". The concept of "value shaping and ability cultivation" has been changed.

(3) Lack of synergy in the education system: Classroom teaching, campus culture, social practice, management service, network education and other links have not yet formed an organic and unified educational synergy. The value-guiding function in the teaching of specialized courses is not sufficiently explored, and the pattern of all-embracing, all-process, all-round education needs to be further consolidated.

(iv)Deviation in the guidance of evaluation mechanism: In the evaluation of colleges and universities and in the evaluation system of students, it is often difficult to quantify the evaluation of ideals and beliefs and other spiritual dimensions, and the standards are vague, which leads to the fact that it is easy to be neglected in practice or become a

formality, and it fails to form a strong incentive and constraint mechanism.

(4) The new characteristics of the development of youth subjectivity: Contemporary college students' self-awareness, critical consciousness, and sense of equality have increased significantly, and they are naturally resistant to didactic and compulsory education. They are more eager to be understood and respected, and to form their own judgments and choices in equal dialogues and personal participation.

4. The solution: building a new multi-dimensional and synergistic education ecology

Ideal beliefs need to "undergo a continuous transformation from 'experience-emotion' to 'reason-cognition' to 'value-belief'". Ideal beliefs need to "undergo a continuous transformation and leap from 'experience-emotion' to 'rationality-cognition' to 'value-faith'"[3].Cracking the dilemma of idealistic education for college students in the new era can never be accomplished overnight, but needs to be based on a long-term, systematic planning and precise implementation of measures. Efforts must be made to build a new education system that is rich in the flavor of the times, close to the needs of students, focusing on practical results, and synergistic linkage of multiple parties. This requires us to go beyond a single dimension of repair, from the concept to practice, from content to method, from the subject to the environment, to carry out a full range of optimization and innovation, to form a strong educational synergy.

(1) Deepen the cognition and conceptual innovation: build the foundation of thought and action consciousness.

Accurately grasp the pulse of the times and the deep needs of students: we must deeply realize that idealism education is a soul project to cope with the changes of the century and cultivate the new man of the times. It is necessary to carry out in-depth systematic research, using multiple means such as big data analysis, long-term tracking surveys, in-depth focus interviews, and the construction of psychological portraits, not only to pay attention to students' explicit expressions, but also to gain insight into the deep roots of their ideological perplexity, value confusion, and developmental anxieties. We should distinguish the differentiated characteristics of different grades (e.g., the adaptation period of new students, the critical period of academic studies, and the choice period of graduation), different majors (e.g., science and engineering emphasize empirical logic, and liberal arts emphasize value discernment), and different groups (e.g., student backbones, economically challenged students, and psychologically concerned students), and set up dynamically updated databases of students' thoughts, so as to realize the precise matching of educational contents and methods with individual needs and personalized supply.

Strengthening the absolute core position of value leadership: Ideal and belief education must be placed at the very core of the talent cultivation system in colleges and universities, making clear that it has a pioneering, fundamental and strategic role in the implementation of the fundamental task of cultivating morality and educating people. It is necessary to completely change the concept, recognizing that the fundamental mission of higher education is not only to teach professional knowledge and skills, but also to shape the soul, enlighten the mind, and lead the value. The cultivation of young people of the new era with a deep sense of family and country, a strong sense of social responsibility, sound character qualities and the spirit of unremitting struggle should be taken as the starting point and ending point of all educational activities, and should be carried out throughout the whole process of education and teaching and in all links.

(2) Optimize the supply of content: enhance affinity, penetration and persuasion.

Telling the three-dimensional story of China and the stories around us: the construction of the content should skillfully integrate the grand national narrative with the vivid individual narratives. Not only should we systematically display the country's historic achievements and deep-rooted changes in politics, economy, science and technology, culture, ecology and other fields, but we should also strive to explore the spiritual strength and values behind these achievements (such as the spirit of poverty alleviation, the spirit of resistance to epidemics, the spirit of scientists, and the spirit of craftsmen). We should carefully select and publicize a number of real, vivid, touching and learnable youth role models of the new era (such as selected students rooted at the grassroots level, pioneers in scientific and technological research, pioneers in innovation and entrepreneurship, pacesetters in volunteer service, and emissaries in cultural inheritance), and through in-depth reports, lecture tours, interactive interviews, immersive exhibitions, and other forms of reporting, tell them how they have practiced their lofty ideals in their ordinary positions, and how they have realized their personal values and struggles in their service to the society. Through in-depth reports, interactive interviews and other forms of immersive exhibitions, we tell how they realize their lofty ideals in their ordinary posts and personal values in serving the society, making their ideals and beliefs

tangible and palpable.

In-depth integration of rich cultural resources and disciplinary knowledge system: Fully excavate and activate the use of the ideal pursuit of cultivating one's moral character and ruling the country and the world contained in the excellent traditional Chinese culture, the firm faith and spirit of sacrifice manifested in the revolutionary culture, and the core values and the spirit of the times advocated by the advanced socialist culture. At the same time, we strongly promote the construction of curriculum ideology and politics, and require and guide teachers of professional courses to deeply explore the nurturing elements contained in their respective disciplines (e.g., the history of science, the ethics of engineering, the history of economic thought, the spirit of jurisprudence, and the value of art), and organically infiltrate the education of ideals and beliefs and naturally incorporate it into the teaching of professional knowledge and the cultivation of competence. Students are guided to understand the social value and ethical dimension of specialized knowledge and its contribution to human welfare, and to cultivate complex talents with scientific rationality and humanistic feelings, professionalism and national responsibility.

Strengthening the integration and coherence of career planning and development guidance: closely integrating the education of ideals and beliefs with students' personal growth and success and career development. We build a comprehensive and professional career education system to help students have a clear understanding of themselves (interests, abilities and values), a deeper understanding of society and the professional world, and a scientific planning of their life development path through career assessment, career exploration, goal setting, ability enhancement and decision-making counseling. Students are guided to closely integrate their personal interests, abilities and strengths with national development strategies and social needs, and to find realistic fulcrums and feasible paths for integrating their personal ideals into the current of the times and realizing the value of their lives, so as to prevent their ideals from becoming castles in the air.

(3) Innovative methods and carriers: enhance the attractiveness, infectiousness and adaptability to the times.

Promote a deep revolution in classroom teaching: vigorously reform the traditional classroom model, and widely adopt interactive teaching methods such as inspirational, inquiry, discussion, case study, project-based, situational simulation, role-playing and so on. Actively introduce modern information technology (e.g., intelligent teaching platform, instant feedback system, virtual simulation experiments) to create an immersive, interactive and intelligent classroom environment. Encourage inter-disciplinary and inter-faculty joint lectures or thematic seminars to provide a collision of multi-disciplinary perspectives and stimulate students' in-depth thinking. Extend the classroom to the social classroom and explore the walking classroom model.

Deep plowing network nurturing positions, enhance the level of intelligence: beyond simple information release, build a high-quality network education platform and brand columns integrating ideology, knowledge, fun and service (such as "Theory Microclassroom", "Exemplary Live Room", "Thinker Cloud Forum", "Theory of the World", "Theory of the World", "Theory of the World" and "Theory of the World"). "Thinkers' Cloud Forum" and "Value Analysis Workshop"). Invest in the creation and promotion of high-quality online cultural products (such as high-quality short video series, themed animation, original song MVs, interactive H5, educational applets, and immersive VR/AR experiences) that conform to the laws of online communication and the aesthetic tastes of young people. Focus on cultivating a group of online opinion leaders of teachers and students who are politically strong, emotionally deep, new in thinking, broad in vision, network-literate and expressive, operate individual or team accounts, and carry out regular interactive guidance and thought leadership. Make full use of education big data to analyze students' online behavioral preferences and content needs, and realize accurate imaging, intelligent pushing, dynamic adjustment and effect evaluation of education content, so as to enhance the targeting and effectiveness of online education.

Strengthen the in-depth transformation of practical education: systematically design a practical teaching system with clear goals, clear levels, diverse forms and strong protection. Deepen the connotation of social practice, carefully design themes, organize students to go deep into the grassroots (villages, communities, enterprises, factories, mines and military camps), engage in major national strategic areas (such as rural revitalization, border construction, and scientific and technological innovation highland), and participate in real social scenarios (such as social surveys, professional internships, scientific and technological services, cultural propaganda, legal aid, public welfare volunteering, and international

exchanges). Strengthen the professional guidance and reflection deepening of the practice process, and guide students to combine the national conditions, social problems and development achievements observed in practice with theoretical learning and value thinking through practice logs, mid-term seminars, result reports, reflection summaries and thematic sharing, so as to promote the in-depth transformation of perceptual understanding to rational cognition, and emotional recognition to firm beliefs. Establish long-term and stable practice bases for cooperation between schools and localities, schools and enterprises, and schools and societies, and improve the mechanism for recognizing, displaying and promoting practice results.

Give full play to the demonstration effect of peer leadership: establish a scientific and standardized mechanism for selecting outstanding student models (such as learning and scientific research pacesetters, ethical practice models, stars of self-improvement, volunteers, innovation and entrepreneurship pioneers, etc.). Not only to recognize and publicize, but also to build a platform for role models to come to the students, through the report of deeds, growth sharing salon, pairing support, peer mentor group, online interactive community and other forms, to tell the real story, share the journey, exchange experience and methods. Let the image of role models can be close, respectable, learnable, sensible, enhance the closeness of education, authenticity and infectious, to stimulate students to see the inner motivation of the wise.

(4) Strengthening the construction of the main body of education: enhancing professionalism and synergistic effectiveness

Comprehensively improve the comprehensive educating ability of the teaching team: take the ability to educate ideals and beliefs as the core quality of teachers (especially counselors, classroom teachers, teachers of civics courses, teachers of professional courses, cadres of student work, and teachers of humanities and social sciences) to be cultivated. Implement systematic, regular, and hierarchical special training programs covering Marxist theoretical skills, cutting-edge ideological dynamics, characteristics of young students' thoughts and behaviors, value-guiding strategies and arts, in-depth communication skills and psychological counseling abilities, new media use and network public opinion guiding abilities, and cross-cultural communication abilities. We have established a system for teachers to reach out to students (e.g., "Afternoon Tea for Tutors", "Growth Workshop", "Dormitory Visits"), and encourage teachers to become students' mentors and friends. Improve the incentive and guarantee mechanism, and effectively reflect the value and weight of educating people in title evaluation, merit assessment and performance appraisal, so as to stimulate the endogenous motivation and professional pride of teachers to dedicate themselves to educating people.

In-depth stimulation of professional teachers' self-awareness and function of educating people: Strengthen all teachers' awareness of the main responsibility of educating people, and eliminate the misconception that educating people is only the business of teachers and counselors of ideology and politics courses. Through policy guidance, typical examples, teaching and research activities, and teaching competitions, teachers of professional courses are encouraged to consciously, actively and creatively integrate value leadership into knowledge transfer and ability cultivation. Teachers are encouraged to combine the history of discipline development, stories of scientists, engineering ethics, industry norms, social responsibility, etc., to explore the ideological values and spiritual connotations embedded in the curriculum, and to enlighten the wisdom of "why live" while teaching the skills of "what to live for".

Investing in cultivating and utilizing student cadres: We attach great importance to the selection, cultivation and utilization of student cadres in student party organizations, student unions, postgraduate student unions, student associations and other organizations. Strengthen their theoretical training and practical exercises to enhance their ideological awareness, organizational ability, service consciousness and role model. Give full play to their role as organizers, demonstrators and leaders in students' self-education, self-management, self-service and self-supervision, so as to make them become an important bridge linking educators and students and an important force of peer leadership.

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