

The Manifestation and Solution of Time Dilemma of Teachers of Ideological and Political Theory Courses in Colleges

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Abstract

Ideological and political education activities are promoted in a certain period of time. The teachers of ideological and political theory courses in colleges and universities are also in a certain period of time and are subject to time constraints. Due to the contradictions between the delay of value revelation and the unilinearity of natural time, conflicts between the regularity of institutional time and the rheology of life time, and incompatibility between the idleness of virtual time and the tightness of classroom time, ideological and political theory teachers are currently stuck in a certain time dilemma, which is mainly manifested in: Teachers of ideological and political theory courses in colleges and universities have a low sense of short-term gain, and the pressure of ideological and political education time preemption increases sharply, and the countdown of institutional time increases the pressure. In order to help ideological and political theory teachers to face the time dilemma, it is necessary to improve the time quality of ideological and political theory teachers, perfect the evaluation system of ideological and political education, put ideological and political education on life time.

Keywords

Ideological and Political Education; Time; Dilemma; Solution.

1. Introduction

Time is not only the basic form of ideological and political education, but also an important resource of ideological and political education. For ideological and political theory teachers in colleges, the expected effect of ideological and political education, personal career happiness and sense of identity are closely related to time. However, from the current situation, the thinking about the time of ideological and political theory teachers in colleges and universities is extremely lacking, and there is still a lot of research space. Therefore, this paper intends to make a preliminary consideration of the time dilemma of ideological and political theory teachers in colleges and universities and put ways to solve it.

2. Representation of Time Dilemma of Ideological and Political Theory Teachers in Colleges

The time of ideological and political education has the attribute of natural time, which is objective, single-lined, follows the objective law that is not transferred by human will. Nobody can change its passing speed and direction. The teachers of ideological and political theory courses in colleges are in a certain time dilemma. The main manifestations are as follows: at the level of self-time, the teachers of ideological and political theory courses in colleges and universities have a low sense of short-term gain; Ideological and political education time preemptive pressure increased sharply; The countdown of system time intensifies the pressure of ideological and theoretical teachers. Ideological and political teachers in colleges and universities become "time poor".

2.1. Low Sense of Short-term Gain from Ideological and Political Theory Courses in Colleges

The uncertainty and indirectness of manifestation of educational achievements make it impossible for teachers of ideological and political theory courses to perceive the meaning in time. Ideological and political education achieves the purpose of regulating the behavior of the audience by influencing their thoughts. Ideological and political education activities are continuous and dynamic processes, which need to be carried out continuously by educators, in order to complete the internalization of the audience's values in a continuous state, and finally externalize into ideal behavior practice. The internalization of thought to the externalization of action requires a continuous output over time. From the perspective of the actual effect on students, the effect of ideological and political education cannot be immediately revealed, and the teachers get less positive feedback in a short period of time, which weakens the sense of gain of ideological and political theory teachers.

At the same time, the main battle position of ideological and political theory teachers is in the class, which results that they cannot effectively grasp the behavioral feedback of students after education, and the actual effect of ideological and political education, and can not impart technical knowledge directly and quickly as professional course teacher. "Man is the driver of time. He is the one who gives it meaning."

The flow of time in the ideological and political theory courses in colleges does not show a proportional increase in the sense of career acquisition, on the contrary, it will produce some frustration. Emotional frustration has a negative impact on the effective development of ideological education activities and the behavior formation of students' audiences. At the same time, under the influence of internal factors, the dual subjects of education are not attractive to each other in ideological and political education activities. This negative feedback further stimulates the job burnout and the sense of achievement of ideological and political theory teachers in colleges and universities, causing their own professional identity crisis, which is not conducive to the reserve of talents in ideological and political education teams. Ideological and political education is the guidance of people's thoughts, which cannot be shown as a scientific programmed formula. The perceptual components cannot be effectively measured, and is not controllable and predictable, all of which affect the sense of gain of ideological and theoretical teachers.

2.2. The Time Grasp of Ideological and Political Education has Increased Dramatically

The educational time in the network era is constantly showing the mixing and sharing of game time, leisure time and study time, and the boundaries of various times are becoming increasingly blurred. The pressure of ideological and political education is increasing rapidly. This is mainly manifested in: the time in the classroom is constantly intruded. The class time of ideological and political theory courses is being eroded by the ubiquitous electronic entertainment products, which gradually shows the one-way output of educators and the indifference of the educated, and the class time is reduced to entertainment time. Classroom time is an important time resource for ideological and political education in schools, and its use efficiency is directly related to the effect of ideological and political education. The general inefficiency of ideological and political education in current schools is closely related to the use of classroom time. Although the ideological and political theory course has implemented many reforms and teachers have made a lot of efforts, the effect is still not optimistic, and the utilization rate of classroom time still needs to be improved.

At the same time, the network ideological and political education also increases the necessity with the intrusion of non-mainstream ideology. In order to build a strong network position, ideological and political theory teachers need to seize students' free time outside the classroom

to the maximum extent, so as to give students' idle and fragmented after-school time the function of education and learning. However, the result of struggle between human educational intervention and technical rationality seems obvious. Digital technology meets the user's preferences of personalized push, resulting in the user firmly tied in the digital consumption time.

2.3. The Countdown of the System Time Increases the Sense of Pressure

The application of timing device affects human's perception of reality and strengthens human's time consciousness. Institutional time ensures the efficient development of production activities, but also increases the anxiety of time perception. Time is prized as a scarce resource, and under the concept of "sooner is better", "sooner" or "earlier" means more resource occupancy and greater possibility of advancement[1]. Countdown forces human beings to constantly take the initiative to approach the goal, and human beings become tools in pursuit of objects. The relationship between things and people is reversed. In ideological and political education activities, ideological and political education theory teachers also speed up the completion of the semester goals and annual tasks with countdown of the clock in the institutional time framed by the school. Ideological and political theory teachers and students are placed in the digital clock time, human characteristics are abandoned, and human growth and evolution are shown as a linear cut of time. Maximization of efficiency is the goal pursued by the countdown, and both teachers and students of ideological and political education become the objects driven by time and rush to the predetermined teaching goals. In this process, people's dexterity is removed, ideological and political education activities become accelerated programmed production of people's thoughts in a predetermined time, and the anxiety of ideological and political teachers is also intensifying in the countdown.

3. The Essence of the Time Dilemma of Teachers of Ideological and Political Theory Courses in Colleges

Engels put, "Since the basic forms of all existence are space and time, existence outside time is as absurd as existence outside space." [2] Marx pointed out that time is the form of existence of things. Time is an objective existence, not subject to human will. Ideological and political education activities must exist in a certain time and space, and it is metaphysical to talk about and carry out ideological and political education apart from time and space. As an objective, independent, absolute thing, objective time is said to "pass by uniformly, by its nature, independently of any other external thing." The generation of meaning, the construction of the order of daily life, the extension and prospect of human beings are all completed in time. Therefore, ideological and political education activities continue to spread out in a certain time flow, and must be subjected to a certain time and present a certain contradiction.

3.1. The Contradiction between the Hysteresis of Meaning Disclosure and the Unilinearity of Natural Time

"It takes ten years to grow trees and a hundred years to grow people." The indirectness and invisibility of the achievements of ideological and political education make the teachers' perception of the meaning of time in ideological and political theory courses in colleges and universities fragile. First, people's thoughts are in a state of flow, and the effect of ideological and political education is a long process of evolution, which is not a cure or surgical incision, and requires time and energy accumulation. The feedback received by teachers of ideological and political theory courses cannot be accurately quantified immediately, and cannot be demonstrated and implemented timely inspection by rational data reasoning like mathematical science. As a kind of external force, ideological and political education is the slow evolution of the personality and thoughts of the recipients, which needs the slow accumulation of

quantitative changes in time and energy and finally produce the ideal qualitative changes. Second, the effect feedback of ideological and political theory courses in colleges has certain concealment and covering. Thought is the precursor of action. But the human mind has agency. In a given situation, people's thoughts and actions are not definitely consistent. This will lead to a certain degree of confusion when the ideological and political theory teachers judge the leading force and the educational effect. The British scholar Grace even said that teaching service is sometimes less satisfying than manual labor, because "you can see the results even though you are tired." You know if you're doing a good job. As a teacher, you don't know." In the accumulated repetitive efforts, teachers gradually lose enthusiasm and confidence, fall into self-doubt and depression, professional identity is blurred, enthusiasm for education fades. Teachers become into a tool to make a living from "the most brilliant profession under the world", resulting in burnout, hollow disease, low value and a series of occupational diseases.

3.2. The Contradiction between the Regularity of Institutional Time and the Rheology of Life Time

School time is the organization of natural time in order to carry out educational activities orderly and efficiently, forming institutional time within the school space. Institutional time is conducive to improving the effect of ideological and political education, optimizing the time structure and strengthening the time function. The time of teachers of ideological and political theory courses in colleges is presented as a stage play cut by the curriculum schedule, and the teachers of ideological and political theory courses in colleges cannot effectively and flexibly mobilize the rhythm of ideological and political education, and the time of teachers of ideological and political theory courses in colleges becomes mechanical, cold and broken under the restriction of institutional time, showing a pressure living state to a certain extent. It makes the happiness and satisfaction of teaching and educating people become the pressure of catching up with time. The development of ideological and political education activities, whether the subject or object, are people in a single line of time. People are also bound by time, and their life cycle is limited. Ideological and political education activities take place in a certain institutional time and follow the institutional time rules agreed in advance.

The regularity of institutional time can not effectively respond to the rheology of the dual subject life of ideological and political education. The educational object of ideological and political education is people with a certain life cycle, whose every moment is in the flow of life, in a specific educational situation, but also in a completely unstable life situation. Institutional time can only be preset or reproduced in a limited time, and cannot be completely consistent with the changeable and vivid life scenes. The limited system time makes it impossible for teachers of ideological and political theory courses in colleges to exhaust the life situations of the educated, which also increases the pressure of teachers of ideological and political theory courses in universities to a certain extent. Institutional time makes educational activities in social time, and the external industrial time rhythm becomes the unified baton, ignoring the inherent time rhythm of education and the time law of life existence. The system time defines the individual behavior and activities of the ideological and political theory teachers in colleges, who completely lose their control of time in the system time and are in the situation of being driven, arranged and planned. The pauses, starts and ends of the educational activities of ideological and political theory teachers in colleges are not carried out according to the needs of the educational activities, but succumb to the instructions issued by the school system time. Therefore, the body and soul of the teachers of ideological and political theory courses in colleges is completely suspended in the system time and caters to the rhythm stipulated by the system time.

3.3. The Contradiction between the Idleness of Virtual Time and the Tightness of Class Time

The network virtual time encroach upon the teaching time of ideological and political theory course in colleges. First of all, with the penetration of network technology, the network virtual time encroaches on the classroom theoretical learning time. Virtual time is increasingly sought after by the young generations. The new and different information tsunami has a huge adsorption and convergence force on the new generation. As a result, the emotional interaction between the educated and the ideological and political theory educators in the classroom space is indifferent. The educated passively and inactively cope with the classroom teaching activities, which brings a low sense of professional achievement and a low effect of classroom education to ideological and political education subjects. Some students are immersed in the short-term sensory stimulation and psychological satisfaction brought by ubiquitous entertainment information. The student-teacher relationship different from the traditional one that shows as a situation of confrontation, indifference and alienation. At present, at the after a whole semester, the teachers and students of ideological and political theory courses in colleges are still not acquainted with each other. The unintentional communication and no educational feedback further deepen the frustration of the teachers of ideological and political theory courses in universities.

Different from the "mentoring relationship" in traditional education, the teacher-student relationship in modern education tends to alienation and confrontation between teachers and students, and appears as a one-way temporal relationship of possession and anti-possession. The boundary of ideological and political education classroom teaching time, virtual time and leisure time is blurred, which reduces the teaching effect of the classroom. Teachers of ideological and political theory courses in colleges try to hold the main position of ideological and political education time through physical coercive means, such as handing in mobile phones in class to seize students' attention. The relationship between teachers and students is also deformed in this kind of possession and anti-possession.

4. The Solution to the Time Dilemma of Ideological and Political Theory Teachers in Colleges and Universities

The educational activities of ideological and political theory teachers in colleges, like other social practice activities, all pursue the maximization of the benefit per unit time, and expect to spend the least time to achieve the maximum output. Under the erosion of utilitarianism and consumerism, ideological and political teachers are trapped within a certain period of time, ideological and political teachers' sense of belonging is weakened, professional stickiness is not strong, education fever is fading, and a series of occupational diseases such as burnout and anxiety appear. The time that ideological and political teachers perceive is scattered, chaotic and meaningless. Although they cannot change the rules of time, they can exert their own subjective initiative, improve the efficiency of time use, update educators' concept of time, change educators' concept of time and effect cognition of ideological and political education, promote new thinking on time use, and help teachers of ideological and political theory courses in colleges to get out of the time dilemma.

4.1. Improve the Time Usage Quality of Ideological and Political Theory Teachers in Colleges

In the development of teaching activities, ideological and political teachers are the changes of cognition, emotion, will and behavior of the two subjects of education in the flow of time. Through continuous influence on the knowledge and feelings of the educated, they are finally internalized into a fixed state of mind and externalized into a stable behavior. Both

internalization and externalization require the accumulation of time and the continuation of the process. With the change of immersion time of the two subjects in the educational activity time, the psychological state of the two subjects will also change. When the overlong duration of prescribed educational activities remain, the educational audience will show resistance, indifference and impatience, and this emotion will also reflect on the ideological and political theory teachers in colleges, affecting the development of the effect of ideological and political education, which puts forward requirements for the time quality of ideological and political theory teachers in universities. It is necessary to grasp the state of receiving information of the educated group, adjust the teaching strategy in time, grasp the teaching progress, and achieve the maximization of the timeliness of ideological and political education.

The time perception ability and time use ability are related to the effect of ideological and political education activities. Ideological and political education needs to improve the time using quality, grasp the time node, time density and rhythm of ideological and political education. Improve the attractiveness of ideological and political education activities, and deal with the ineffective loss of ideological and political education time. From the perspective of classroom teaching, the attention, excitement and inspiration of learners in a class will constantly change with the flow of class time, which requires the teachers of ideological and political theory courses in colleges to deal with flexibly according to the immediate situation of the class, so as to adapt to the state of learners and achieve the best effect. Improve the time consciousness and time management ability of ideological and political theory teachers.

4.2. Improve the Evaluation System of Ideological and Political Education

The evaluation of ideological and political education is an important measure of the educational effect, the professional achievement and the sense of professional acquisition of educators. The correct application of the evaluation system of ideological and political education can promote the efficient development of teachers' educational activities of ideological and political theory courses in universities. However, in the evaluation system of ideological and political education, an important element - time is not under consideration. In the whole process of ideological and political education, the teachers of ideological and political theory courses in colleges remain the time-input, so the factor of time should be included in the construction of a reasonable and perfect ideological and political education evaluation system.

Time is a measure of the process of labor, and time is also a useful tool to judge the results of labor. The evaluation of ideological and political theory education needs the combination of static evaluation and dynamic evaluation system, taking into account the short-term evaluation index and long-term evaluation index. Ideological and political education is a dynamic and continuous process. When evaluating its effect, there is necessity to set up a dynamic tracking system to form a comparative effect and objectively reflect the ideological changes of the educatees. The ideological state of the audience of ideological and political education is a process of change and development. The teachers of ideological and political theory courses in colleges and universities view and observe the effect of ideological and political education dynamically. In order to obtain the educational effect in a comprehensive and timely manner, the teachers of ideological and political theory courses in universities should implement a dynamic evaluation system and carry out the evaluation on a weekly, monthly and semester cycle, so as to obtain the feedback of educational effect comprehensively and objectively.

Ideological and political education is the unity of the imparting of theoretical knowledge and the practice of ideological externalization. Through the time guarantee of the school system, the teachers of ideological and political theory courses in colleges can receive the duration and opportunities of the educatees, grasp the extension of ideological and political education inside and outside the classroom, and provide a basis for the assessment. Teachers of ideological and political theory courses in colleges can track the changes of the ideological state of the

educatees in time. Behavior is the external expression of ideological and political quality. The key to behavior formation is persistence. When formulating the evaluation index of ideological and political education, it is appropriate to evaluate the effect of ideological and political education by the external behavior of the educated. Adhere to the whole-person, whole-process and all-round education, establish a dynamic case tracking mechanism, pay attention to the external performance of the educated, provide the most authentic and three-dimensional judgment basis for the evaluation of the effect of ideological and political education, improve the breadth of ideological and political education resources, and increase the sense of career acquisition and happiness of ideological and political theory teachers in colleges.

4.3. Ideological and Political Education Lying on Life Time

Ideological and political education activities aim to cultivate human activities, ideological and political education activities should not only be based on the law of ideological and political education, teaching law, but also based on the law of student growth, according to the students' physical and mental development to follow the rhythm of life growth. Education points to hope and beauty. Education should focus on the present and future of life. Ideological and political education divorced from life is meaningless. The ideological and political education is combined with the educational audience, that is, the real people in a certain social relationship, and to ensure its overall and free development.

Based on life, cope with the change of life, care for the sudden and accidental life situation. Ideological and political education can not be separated from the the life of educatees and educators, on the contrary, it should be based on life, dissolve in life, and serve life. From the point of view of Axiology, ideological and political education is the education of human beings at last, which is to realize the free and comprehensive development of human beings. The time of ideological and political education should be carried out in accordance with the time of life, respecting the nature of the educated, increasing humanistic care, and not trying to skip or speed the life growth time of learners.

It should do the right thing at the right time for education, and throw the human attributes, essence and existence of human beings back into the life time. Ideological and political education is the building of the spiritual world to realize people's longing for a better life. Ideological and political education is the growth of learners in time. If it is separated from the time of human education, away from the rhythm of human life, the time of ideological and political education is a foreign, indifferent, lifeless time. Life is life in time, time drives the growth, maturation and aging of life, quantifying the different stages of life. Teachers of ideological and political theory courses in colleges should grasp the stage and opportunity of life growth according to the growth time of life, rather than being confined to the external institutional time. The subject of ideological and political theory course teachers in colleges is human, that is, the individual of life, and finally should be based on life time.

Follow the rhythm of life time. Human life has its own rhythm. The spread of ideological and political education activities should follow the rhythm of learners' lives. From the perspective of the whole life course, people's life time is divided into different stages. In the development of ideological and political education, different teaching objectives will be set according to the life stage of learners. It is obvious that the ideological and political guidance for college students aims to make them assume the responsibility and mission of seeking rejuvenation for the Chinese nation, and work hard for the second centenary goal with practical actions.

5. Conclusion

Every moment is the end of the past and the beginning of the future. Ideological and political teachers clearly define the time characteristics of their own profession, cultivate their own time

quality, rationally treat the process of revealing the results of ideological and political education, enrich their own time with positive meaning and value scale, feed the time perception full of emotion and expectation into their ideological and political education work, seek a positive and upward time experience, and break the time dilemma.

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