

The Realistic Dilemmas and Solutions of Youth Ideological and Political Education in the Digital Age

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Abstract

As the backbone of society and the hope for the future, the ideological dynamics and values of young people are directly related to the future destiny of the country and the harmony and stability of society. In the context of the digital era, youth ideological and political education is facing the challenges of the loss of youth values in the flood of information, the alienation of youth from real people due to their addiction to virtual socialization, and the disconnection between the traditional education model and the digital era. In the face of the practical difficulties brought by the digital era, it is necessary to place the ideological and political education of youth in a broader social context and historical process, and respond to them by improving the information literacy of youth and cultivating critical thinking, optimizing the social ecology and leading the positive development of network culture, and integrating online and offline and revamping the mode of ideological and political education, in order to better satisfy the needs of the youth for growing up and becoming successful and to cultivate the all-round development of young people. The youth of all-round development will be fostered.

Keywords

Digital age, Youth ideological and political education, Realistic dilemma; Solution.

1. Summary of Historical Experience in The Ideological and Political Education of Young People

Ideological and political education for young people sprouted quietly at the early stage of enlightenment and awakening, when young people began to awaken under the influence of new thinking, sowing the seeds of hope for subsequent ideological and political education for young people. With the development of the education system, the ideological and political education of the youth has entered the stage of systematization and standardization, and the ideological and political education of the youth, with the help of the systematic teaching system and practical activities, has rooted the moral concepts and values in the hearts of the young people, and has pointed out the direction of the path of life for them. The advancement of reform and opening up has injected new vitality into youth ideological and political education. Youth ideological and political education has actively adapted to the changes of the times, innovated, and constantly explored new educational concepts and teaching methods to make education closer to the youth and more in line with the needs of the times. At the same time, the rapid development of information technology, especially the popularization of the Internet, has opened up a whole new space for youth ideological and political education, and the means of education has gradually diversified and the effect of education has become more significant. Entering the new era, the connotation and extension of youth ideological and political education are constantly expanding and deepening, which closely centers on the core task of establishing moral education and is committed to cultivating builders and successors with all-round development of morality, intelligence, physical fitness, aesthetics and labor. Ideological and

political education for young people in the new era pays more attention to guiding young people to establish a correct worldview, outlook on life and values, especially strengthening the leadership of values, so that young people can maintain a clear mind and a firm stance amidst the impact of multiculturalism. At the same time, youth ideological and political education has also actively responded to the concerns and needs of young people, stimulated their spirit of innovation and practical ability, utilized modern information technology means, such as big data, artificial intelligence and virtual reality, to innovate the way of ideological and political education, and to create an education system that combines online and offline, and integrates theory and practice. At the same time, focusing on the nurturing function of campus culture, social practice, volunteer service and other carriers, providing colorful and diverse ideological and political education activities for young people, so that young people can feel and grow through participation and experience. Reviewing the historical practice of ideological and political education for young people and summarizing the basic experience will help to continuously promote the innovative development of ideological and political education for young people.

2. Difficulties in the Reality of Youth Ideological and Political Education in the Digital Era

Youth is the fresh blood of social development, the ideological and political education of youth in the digital era is facing new challenges and opportunities, and the traits of the young generation's courage and innovation are more important in the social progress of the new era. [1] In the digital era, network information comes in like a tide, and young people are no longer passive receivers, but active explorers and creators. Ideological and political education for young people must abandon the duck-type education model, and turn to the use of inspirational and exploratory teaching methods to stimulate young people's interest in learning and creativity, and to cultivate the ability to think independently, think critically, and sift through information. As "digital natives", young people have been in contact with digital technology since childhood, and have been immersed in the digital world in the process of growing up, and have a natural sensitivity and adaptability to digital technology, and they are more autonomous and diversified in acquiring information, exchanging ideas and expressing opinions, but they are also facing risks such as overloading of information, value confusion, and network addiction, which are very important to the ideological and political development of young people. However, they also face the risks of information overload, value confusion and Internet addiction, which pose many challenges to the effective play of the role of youth ideological and political education.

2.1. Loss of values of young people in the flood of information

The flood of information in the digital age challenges the cognitive limits of young people with its huge volume and rapid speed, fragmenting their time and energy, and, more seriously, exposing them to the risk of value loss under the flood of information. First of all, the flood of information makes the value cognition of young people tend to be superficial and fragmented. Surrounded by a huge amount of information, young people often only come into contact with various values superficially, and it is difficult to understand and internalize them in depth. The flood of information makes the value cognition of young people tend to be superficial and fragmented. When information is constantly coming in in the form of fragmentation, young people who are surrounded by a huge amount of information can only superficially come into contact with all kinds of information, and it is difficult to deeply understand and internalize them into their own ideas. The superficial and fragmented value cognition makes it difficult for young people to form a coherent knowledge system, and even affects the formation of a stable value system among young people, causing them to hesitate and follow the crowd blindly when

they face value judgments and choices, and even generating an avoidance mentality. Secondly, the complex interests and value conflicts behind the flood of information may aggravate the value identity crisis of young people. In the digital era, the speed and influence of information dissemination has increased unprecedentedly, and some destructive values or Internet rumors may spread quietly on the Internet. The anonymity and decentralization of Internet rumors make it exceptionally difficult to trace back and dispel rumors. The proliferation of Internet rumors is a cancer in information dissemination and a new battlefield for ideological struggle in the digital era. Internet rumors may distort and interpret hot social events, triggering the anger and dissatisfaction of young people; they may also challenge the mainstream values, leading to the loss of values among young people.

2.2. Virtual socialization leads to real human alienation

Under the influence of the digital wave, the change in the socialization mode of young people is not only a technological innovation, but also touches on the deep-seated changes in the psychology, behavioral patterns and even values of young people. The indulgence of young people in virtual socialization is the result of the external environment, but also a reflection of the unsatisfied needs of young people's inner depths. In the fast-paced modern life, young people are faced with multiple pressures, such as academic, employment, interpersonal relationships, etc., and virtual social networking provides young people with a seemingly uninhibited, escape from reality "safe haven". However, escaping from reality in the virtual social "haven" is not a long-term solution, but may aggravate the sense of powerlessness and frustration of young people in real life. Once young people find it increasingly difficult to establish and maintain stable relationships in the real world, a sense of loneliness and alienation will emerge. The psychological mechanism of virtual social indulgence plunges youth into a vicious circle, weakening their social skills and more likely leading to serious mental health problems such as depression and anxiety. Meanwhile, as an emerging cultural form, the influence of network culture has far exceeded that of traditional media. Network platforms provide rich information resources and communication platforms for young people, shaping their values and behavior patterns in a subtle way. The diversified network culture and algorithmic recommendation technology make young people fall into the "information cocoon" when contacting and accepting information, only seeing the content they are interested in or conforming to their own viewpoints, but neglecting to comprehensively examine and deeply think about the information. Even the negative contents of the Internet, such as violence, pornography, false information, etc., are constantly eroding the spiritual life of young people and causing a strong impact on their values. How to guide the youth to find a balance between the virtual and the real, to enjoy the convenience of virtual socialization without becoming addicted to it, is an important topic facing the ideological and political education of the youth.

2.3. Disconnect between traditional education models and the digital age

In the digital age, the expectations of youth groups for learning content have far exceeded the scope of traditional teaching materials. The singularity of traditional educational content and methods cannot meet the diverse learning needs of young people. Young people tend to interact, participate and personalized experience in learning mode, but the traditional ideological and political education mode often adopts the "duck" teaching method, which may stay in the interpretation of classical theories, focusing on theoretical indoctrination and unidirectional dissemination, and lack of practical exploration closely linked with real life, which makes it difficult to stimulate the learning initiative of young people. It is difficult to stimulate young people's learning initiative. In addition, although the development of digital technology has facilitated the sharing of educational resources, it has also led to the uneven distribution of digital educational resources. On the one hand, developed regions and colleges and universities have richer and better quality educational resources, and teachers can utilize digital technology

to carry out more vivid and efficient teaching activities; whereas less developed regions and rural areas may face the problem of backward teaching facilities, making it difficult for them to keep up with the pace of the digital era. On the other hand, even within the same region or the same school, there are differences in the distribution of educational resources among different subjects and grades due to factors such as teachers' strength and financial input. The imbalance of digital educational resources affects the overall development of youth to a certain extent and restricts the overall effect of youth ideological and political education. Therefore, how to change the traditional education model and balance the distribution of educational resources are all issues that need to be focused on in the current ideological and political education of youth.

3. Relieving the Dilemma of Youth Ideological and Political Education in the Digital Age

In the digital age, to cope with the challenges brought about by technological development, it is necessary to be guided by a scientific and correct view of youth, improve the information literacy of young people and cultivate critical thinking; optimize the social ecology and lead the positive development of network culture; and integrate online and offline and innovate the mode of ideological and political education, so as to do a good job of ideological and political education of youth, so that the vast number of young people will be firm in their ideals and beliefs, and will achieve their life's ideal during the journey of the great rejuvenation of the Chinese nation.

3.1. Improving youth information literacy and fostering critical thinking

In the digital age, the boundless circulation and immediacy of information have greatly enriched the channels for young people to acquire knowledge, but at the same time they have also put forward higher requirements for their information literacy. Information literacy is no longer just the mastery of basic information retrieval skills, but requires young people to have the ability to swim in the information ocean without being drowned, i.e., the ability to screen information comprehensively and effectively and the ability to think critically. Cultivating youth information literacy requires a comprehensive leap in information cognition, information processing, information creation and information ethics. At the level of information cognition, young people should have a correct and comprehensive understanding of the value of online information, and realize that online information is not just a tool for recreation, but a carrier of knowledge, and even an important force that influences personal decision-making and social opinion. At the level of information processing, young people should master efficient and accurate information retrieval and screening skills, and be able to quickly sift out valuable content from a huge amount of information. At the level of information creation, young people should have innovative thinking and originality, learn to utilize information technology tools to create valuable content and share knowledge, and improve information literacy. At the level of information ethics, young people should establish a correct concept of information morality, respect intellectual property rights, protect personal privacy, resist Internet rumors and false information, be a good guardian of cyberspace, and contribute to the construction of a clear and healthy network environment. Besides, critical thinking is an indispensable survival skill for youth in the digital age. When facing information, young people should hold a questioning attitude, learn to question the authenticity, completeness and reliability of information, and recognize that any online information may be biased, misleading or erroneous, make a comprehensive assessment of information by comparing information from different sources, checking the basis of facts and analyzing the logical chain, and gradually develop a critical perception of information.

3.2. Optimize the social ecology and lead the positive development of online culture

The iterative evolution of digital technology, the open sharing of digital resources, and the pluralism and heterogeneity of digital culture have profoundly affected the focus, value and strategy of the cultivation of college students' digital literacy, resulting in a shift in the cultivation of college students' digital literacy from focusing on skills to strengthening responsibility. [2] The generation of youth digital literacy is an intrinsic requirement for the construction of the emerging ideological and political education ecological landscape, and ideological and political education provides practical experience for the generation of youth digital literacy, and the two share common values, common principles and common resources. [3] In the practice of ideological and political education for young people, "digital youth" has become a new identity of the young generation under the conditions of the new society with a significant mark of the times. [4] Human beings have natural social needs, including the needs for belonging, identity and self-realization. When the needs are not fully satisfied in real life, young people may turn to virtual social networks to seek alternative satisfaction. The rapid development of social networks not only provides a broad communication platform for young people, but also brings challenges such as information overload, network addiction, and blurring of the boundaries between the virtual and the real. Optimizing the social ecology, guiding young people to socialize healthily, and developing a positive network culture have become important strategies for youth ideological and political education to cope with the challenges. First of all, it is undoubtedly necessary to formulate more detailed guiding principles to address the complexity and virtual nature of online socialization, in order to guide youth to establish correct values and behavioral norms in cyberspace. This includes, but is not limited to, clarifying the bottom line of online speech and opposing online violence, rumors and malicious attacks; advocating rational discussion and respect for differences, and encouraging young people to show an open and tolerant attitude in exchanges; and promoting positive online cultural products, such as excellent online literature, videos and music, to enrich the spiritual and cultural life of young people. In order to avoid youth over-indulgence in the virtual world, it is necessary to integrate social practice with online education, strengthen the sense of participation and belonging in the real world, and allow youth to grow in practice. Specifically, this can be achieved in the following ways: First, social practice activities are incorporated into the school curriculum system to ensure that every student can participate in social practice. Through volunteer service, community service, enterprise internships and other forms, let the youth go deep into society, understand the state of the nation and people's conditions, enhance the youth's sense of social responsibility and sense of mission, establish solid social relations in offline activities, and exercise the youth's social skills. Secondly, the network platform is utilized to carry out diversified educational activities. For example, online lectures, seminars, simulation experiments, etc., can be opened to allow young people to experience different learning scenarios and roles in the virtual environment, to broaden their horizons, to form a diligent and studious network environment, and to play a positive role in the network. In addition to this, ideological and political education for youth should also focus on the synergistic effect of the forces of school, family and society, and work together to create favorable conditions for the development of youth's diversified interests, so that young people can return to their schools, families and societies, and avoid indulging in virtual socialization and becoming alienated from reality.

3.3. Integrating online and offline to revolutionize the mode of ideological and political education

In the digital age, in the face of the challenges posed by the traditional education model, it is necessary to integrate online and offline and revolutionize the ideological and political

education model. Traditional teaching modes have been difficult to meet the learning needs of young students in the digital era, and Chinese youth ideological and political education needs to explore more diversified, interactive and inspiring teaching methods. For example, new teaching modes such as flipped classroom, project-based learning and inquiry-based learning can be adopted, allowing students to learn basic knowledge independently through online resources before class, and focusing more on exploring problems, formulating solutions and practicing teamwork in the classroom, so as to prompt the students to change from passive acceptance to active exploration, and to improve the students' learning initiative. At the same time, it is necessary to integrate contextual education to enhance the effectiveness of ideological and political education. Contextual education is a teaching method that puts the learning object in a specific situation and enhances the learning experience in the form of simulating or reproducing real-life scenes. Schools can utilize advanced technologies such as virtual reality to create a more realistic and vivid learning situation for young students, so that they can participate in the interaction and thus understand the relevant theories more deeply. The arrival of the digital era has provided us with rich educational data resources, and data is important for optimizing educational decision-making and improving the quality of education. It is necessary to strengthen the construction of data education decision-making and assessment mechanism, collect and analyze students' learning data, teaching data and feedback data, etc., so as to more accurately understand the learning status of students, the teaching effect of teachers and the distribution of educational resources. Based on the evaluation results, the relevant departments and personnel can make timely adjustments and optimization of educational strategies to ensure the realization of educational goals and the improvement of educational quality, aiming at better solving the existing problems of ideological and political education, and providing strong support for future educational reform and development.

4. Conclusion

The in-depth discussion on the reality of youth ideological and political education and the way to solve the problem is not only a reflection on the current educational practice, but also a forward-looking thinking on the direction of the future development of education. Young people are the trendsetters of the times and the future of the country, and their ideological dynamics, values and behavioral choices are directly related to the future of the country and the nation. In the digital era, youth ideological and political education is faced with the challenges of young people's value loss in the information flood, young people's indulgence in virtual social networking leading to the alienation of real people, and the disconnection between the traditional education model and the digital era, which must be dealt with by the strategy of improving young people's information literacy and cultivating critical thinking, optimizing the social ecology and leading the positive development of network culture, and integrating online and offline and revamping the mode of ideological and political education. It must be realized that youth ideological and political education does not exist in isolation, but is closely linked to economic and social development, scientific and technological progress, cultural heritage and other fields, and we should place youth ideological and political education in a broader social context and historical process to be examined, and absorb and learn from useful ideological achievements and practical experience with a more open mind and an inclusive mind, so as to inject new vitality into the ideological and political education of young people. Vitality.

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