

Research on the educational Optimization Countermeasures for college students to identify with Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era

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Abstract. Strengthen college students' identify with Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, it is the realistic requirement of consolidating the security in the field of ideology in China under the current situation, the internal demand of the iterative upgrading of Ideological and political education, and the inevitable pursuit of the all-round development and growth of contemporary college students. Colleges and universities need to deepen the construction of flipped classroom of Ideological and political theory in the cognitive stage, Strengthen the construction of the main front of Ideological and political education in the acceptance stage and the construction of three-dimensional experience mode in the implementation stage. Comprehensively improve the effectiveness of College Students' identify with Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era.

Keywords: Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, Identity, Ideological and political education, College students'.

1. Introduction

General Secretary Xi Jinping pointed out clearly in the National Conference on Ideological and Political Work in Colleges and Universities that "the ideological and political work in colleges and universities entails the fundamental issue of what kind of people colleges and universities should train, how to train them, and for whom to train them"[1]. The central task of ideological and political education work in the new era is to use Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era to forge the soul of college students, educate them, and arm their minds. Under the current COVID-19 global pandemic, the international political and economic situation is severe, and domestic economic and social development is also subject to enormous challenges. In the face of these major problems, how to strengthen the educational effect and enhance college students' identification with Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era is a pragmatic topic for the ideological and political education work in the new era.

2. Deepening the construction of flipped classroom in the cognitive stage of ideological and political theory courses

The ideological and political theory courses are the main channels to strengthen college students' identification with Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. Strengthening the construction of flipped classroom in ideological and political theory courses can effectively enhance the effect on identification. The flipped classroom of ideological and political theory courses can drive students to prepare for the learning of target knowledge of the courses through pre-class tasks, enhance students' initiative and subjectivity in teaching and learning, and extend the education activities for enhancing identification outside the classroom through technology platforms and project-based operation. The flipped classroom of ideological and political theory courses can meet the learning requirements of the new era in the process of college students' identification with Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, and prompt them to master the cognitive content consciously and independently in teaching and learning.

On the one hand, colleges and universities should build the work system of "Internet + ideological and political theory courses". The "Internet + ideological and political theory courses" is not simply the application of Internet technology, but a comprehensive education system integrating online and offline learning, in and out of class activities, and the virtual and the real [2]. It is an innovation of the times for teaching ideological and political theory courses. In terms of the "coverage" of the teaching and learning of ideological and political theory courses, colleges and universities should build MOOC courses of ideological and political theory courses, realize asynchronous online teaching and learning for all college students, and strive for universal online teaching and learning of ideological and political theory courses. In terms of the "target" of the teaching and learning of ideological and political theory courses, colleges and universities should build SPOC (Small Private Online Courses) courses for ideological and political theory courses and carry out online teaching and learning for specific cohorts, associations, and other groups. The flipped classroom of ideological and political theory courses should make full use of SPOC as an extension and supplement of traditional teaching and learning and extend the teaching and learning of ideological and political theory courses to the students' living space. It should be clear that the "Internet + ideological and political theory courses" model is not to use MOOC or SPOC to replace the traditional ideological and political theory courses, but a systematic upgrade of the teaching and learning of ideological and political theory courses. Colleges and universities should closely combine the two tools with ideological and political theory courses, so that MOOC and SPOC work around the main axis of the teaching and learning of ideological and political theory courses to build an integrated flipped classroom system of "MOOC + SPOC + ideological and political theory courses".

On the other hand, colleges and universities should use the flipped classroom work system to innovate the modes of teaching and learning ideological and political theory courses. The flipped classroom is not to "let loose" or "set free", but to fully realize the value of the Internet as a tool to achieve innovation in the forms of teaching and learning of ideological and political theory courses, innovation in management, and expansion of the implementation space. The first point is to learn independently before class. With the help of the "Internet + ideological and political theory courses" work system, teachers of ideological and political theory courses can send the key points of knowledge, questions for classroom discussion, teaching videos, textual materials, etc. to students in advance, directly grasp students' pre-class learning situation through the management software, prompt students to study independently before class and warm up the teaching and learning of ideological and political theory courses[3]. The second point is to learn interactively in class. Interactive learning is to realize that students become the leaders of the classroom. They are supposed to apply the results of pre-class independent learning during the lectures to tackle knowledge points, hold class discussions and debates of difficult points, and master the content of the courses in interactive teaching and learning. With the help of the "Internet + ideological and political theory courses" system, teachers of ideological and political theory courses guide students to use their cell phones in the classroom to achieve "one-to-one", "one-to-many" and "many-to-many" teacher-student interactions to improve the participation of students. The third point is to give feedbacks after class. With the help of the "Internet + ideological and political theory courses" work system, teachers of ideological and political theory courses can improve the efficiency in reviewing submitted post-class assignments and give direct feedbacks to students by providing comments and suggestions to urge students to take their post-class assignments seriously. Teachers of ideological and political theory can also directly participate in students' cultural and sports activities regardless of time and space through the cloud online, realizing the extension of ideological and political theory courses to activities in real life.

3. Strengthening the construction of the main ground in the acceptance stage of ideological and political education work

Colleges and universities should follow the characteristic of value regurgitation of college students, actively expand the main ground of ideological and political education work and strengthen the cultivation of positive acceptance habitus among college students. Colleges and universities should also build a peer opinion guidance mechanism, play out the demonstration and leadership effect of role models, and create a clean, righteous, and innovative environment for identification, so as to realize the resonance of the internal and external fields of acceptance, comprehensively enhance the persuasive power of identification education and strengthen the effect of college students' acceptance.

First, strengthen the cultivation of positive acceptance habitus among college students. Identification habitus refers to the system of identification mechanisms and identification tendencies within the field of individual consciousness. College students choose whether to accept or not to agree with new theoretical knowledge based on their intrinsic tendency towards a certain kind of knowledge. Positive habitus can catalyze college students' acceptance of new knowledge in the acceptance stage, while negative habitus can dissolve the acceptance of new knowledge [4]. Colleges and universities must strengthen the cultivation of positive acceptance habitus and plant the seeds of truth, goodness, and beauty in the minds of college students. Colleges and universities should carry out in-depth education activities on the theme of Chinese Dream, guiding college students to identify with advanced ideology and theory as an important cornerstone for their growth and success from the personal level. In the meantime, colleges and universities should also guide college students to clarify their responsibilities and missions, awakening and activating the subjectivity to accept. Colleges and universities should strengthen the education of acceptance methods for college students and teach specific acceptance methods by means of special lectures. Colleges and universities can start from the function of identification, strengthen the education of acceptance methods and tools, pay attention to guiding students' ways of thinking to promote the consciousness, voluntariness, self-teaching and self-discipline of college students' acceptance, and guide the positive attitude of college students towards the acceptance of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. Education authorities should pay attention to the cultivation of basic literacy in acceptance during the basic education stage, starting with kids and emphasizing the construction of the integration of ideology and politics in universities, middle schools, primary schools, and kindergartens. In this way, the advanced gene of ideology and theory shall be planted into the heart of each schoolchild, so that identification with the Chinese theory of Marxism becomes a habit, a culture, a consciousness, laying a solid foundation for identification with Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era.

Secondly, colleges and universities should strengthen the construction of a peer opinion guidance mechanism and promote college students' acceptance of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era through peer interactions. At the university level, in addition to the "official" educational contents arranged by the university, "unofficial" activities among peers can also influence the value regurgitation of college students. College students' preferred choice of knowledge to learn will be discussed and compared with their peers around them, and the circulation of opinions in peer groups about a theory or event will influence individual judgments and choices. This influence is a double-edged sword that has the potential to be both a quick way to accelerate acceptance and a roadblock to hinder it. Colleges and universities must strengthen their peer opinion guidance mechanisms to eliminate the "uncertainty" in the effect of peer groups on acceptance. On the one hand, colleges and universities should build peer opinion expression platforms and construct a ground for opinion guidance. Colleges and universities should actively support college students to build peer opinion expression platforms, construct their own ground of opinion control, and keep abreast of the characteristics of college students' thoughts and behaviors through communication service platforms such as campus WeChat Official Accounts and campus life APPs, so as to monitor and purify the dynamics of public opinion on campus. On the other hand, colleges and universities should vigorously cultivate peer key opinion leaders to actively lead the direction of college students'

public opinion. Colleges and universities should identify peer key opinion leaders through big data tracking and analysis, case analysis, etc., monitor and pay attention to their opinions and activities in a timely manner, and provide positive guidance when appropriate. Colleges and universities should also take the initiative to cultivate a group of peer key opinion leaders who have "correct and red roots" and enjoy a high degree of recognition, enhance their theoretical level, political awareness, and expression ability through professional training, and provide timely guidance and direction when public opinion among college students emerges. Peer key opinion leaders can effectively reduce the unfavorable factors that hinder college students' acceptance of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era and achieve the purpose of peer support to enhance the acceptance effect.

Third, play out the demonstration and leadership effect of role models. While eliminating the influence of unfavorable factors, colleges and universities should carry out education through the demonstration of role models, create a favorable atmosphere for the education of acceptance, and trigger personal thought and emotional resonance in students by their observing and learning from role models, so as to promote individuals' revised attitudes to accept Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. Colleges and universities should use role models of the times to lead college students to improve their spirituality, integrate the spirit of the role models of the times into campus culture, invite the role models of the times to campus, and bring students closer to the role models of the times through various forms such as reports, tour lectures, and symposiums, and infect students with the spirit of the role models of the times. Colleges and universities should focus on tapping outstanding role models into campus, inviting outstanding entrepreneurs into campus, digging deep into outstanding alumni resources, letting outstanding role models present themselves to guide college students to establish a correct view of career and development and to think about the value of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era from the perspective of personal development and inspiring, and leading and motivating college students.

4. Realizing the construction of the three-dimensional experience model in the practice stage

Colleges and universities should respect students' requirements for experience of practice, innovate modes of practice and improve experience of practice. Colleges and universities should focus on the supply of "experience" in the cultivation of practice, take practice as an important step to deepen cognition and acceptance, and highlight the concept of the cultivation of practice in a pragmatic way. General Secretary Xi Jinping pointed out that colleges and universities should "combine the small classroom of ideology and politics with the big classroom of society and educate and guide students to put their life ambitions into practical action on the ground through the combination of theory and practice". Therefore, colleges and universities should follow the trend of students' demand for "experience" of practice, enhance the "experience" consciousness in the cultivation of practice, create a three-dimensional experience mode of immersive, infiltrated, integrated, and embedded practice, and realize structural upgrading of the cultivation of practice.

First, universities should create an immersion experience of "immersive" practice. The more intense the immersion experience generated in the process of practice, the more positive and effective the attitude of college students towards practice. Conversely if the direct experience is not effective it will affect the attitude and effectiveness of the practice. Colleges and universities need to pay attention to the current demand of college students for experience of practice and let them immerse themselves in "immersive" practice. The so-called "immersion" refers to the construction of multi-sensory and multi-channel information stimulation carrier of practice, in which college students can vividly feel the novelty, value and satisfaction brought by practicing the content of ideological and political education in three dimensions, so that the body and mind are immersed in a harmonious atmosphere of practice, which promotes college students to be more willing to actively participate in

activities for the cultivation of practice, and drives college students to actively participate in practice through the good experience of practice. Specifically, colleges and universities should make efforts in the form, location, and context of activities of practice, and create the carrier of "immersion" experience.

Secondly, universities should create "infiltrated" practice in the development of competence. The development of competence is an important goal for college students to participate in practice activities, and it is also the value prioritized in realizing identification. Colleges and universities should fully grasp the personal development goals of students, and "infiltrate" the development of competence into practice activities in a targeted manner to achieve a soft combination of competence development and practice activities. Colleges and universities should firmly grasp the main axis of college students' competence development, both infiltrating college students' competence development into social practice, professional competitions, and other programs for the cultivation of practice and meeting the needs of college students in competence development through these programs for the cultivation of practice. Colleges and universities should take the development of college students' competence as the motivation and goal of the cultivation of practice of identification [5].

Thirdly, colleges and universities should create practice "integrated" in life. Deep integration of identification education into real life means practice should be returned to real life, using theories and thoughts to analyze and solve real problems. Colleges and universities should focus on creating carriers and activities of practice in real social life, not only summarizing issues in real life and match suitable theories and realizing the transformation of advanced theories from tools to values in reality, but also putting the cultivation of practice in the real scenes of work and life to let students directly carry out functional practice and realize the pragmatic value of advanced theories in reality. In this way, the experience accumulated by college students in the process of practice can be directly applied to their own study and life, which improves the conversion rate of the effectiveness of the practice.

Fourth, colleges and universities should create "embedded" practice for self-growth. From the perspective of individual college students, practice is essentially the process of deepening Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era as a spiritual belief to guide individuals to realize their self-worth. Therefore, it is necessary to pay attention to "embedding" the self-growth of college students in the process of practice. The cultivation of practice is not only to cultivate talents according to the goals, but more importantly, it is supposed to respect the will of self-growth of college students to enhance morality and foster talents. Colleges and universities should teach students according to their goals of growth, "embed" their goals of growth into the process of the cultivation of practice, and never impose it as a task, so as to truly "plant the seeds of truth, goodness and beauty in students' hearts and guide them to buckle the first button of life" [5].

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