

A Study on the Discourse Transformation of College Students' Ideal and Belief Education in the New Era—A Case Study of X University

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Abstract: This paper investigates the discourse transformation in the education of college students' ideals and beliefs under the background of the new era. Firstly, by interpreting the characteristics of the new era and the requirements for college students' ideals and beliefs, the background and significance of the research are clarified. Secondly, the current situation of college students' education in ideals and beliefs is analyzed, and the theoretical basis for discourse transformation is proposed to address the existing problems. Then, the practical paths of discourse transformation in college students' education of ideals and beliefs are explored, including innovative curriculum design and teaching modes, campus culture construction and public opinion guidance, as well as the promotion of social practice and volunteer services. Finally, a summary of the research is provided, along with a prospective direction for the future development of college students' education in ideals and beliefs.

1. Introduction

With the changes of the times and the development of society, the education of college students' ideals and beliefs, as an important part of higher education, bears the historical mission and responsibility of cultivating the new generation of the times. Under the background of the new era, the education of ideals and beliefs not only needs to inherit and carry forward the excellent traditional culture but also needs to keep pace with the times, deeply understand and actively respond to the requirements of the times. In this context, how to transform the discourse in the education of college students' ideals and beliefs has become an urgent issue to be addressed in the current education field. Ideals and beliefs are people's longing for a better future and their perseverance in the values of life. College students, as the backbone of future society, the shaping and cultivation of their ideals and beliefs are crucial. However, the current education of college students' ideals and beliefs generally suffers from the problems of abstract concepts, formalization, and detachment from reality, failing to fully stimulate students' intrinsic motivation and creativity. Therefore, how to integrate the education of ideals and beliefs with the spirit of the new era, guide college students to establish correct ideals and beliefs, and internalize them into their own driving force and sense of responsibility, has become one of the important subjects of current educational

reform. This paper aims to explore how to carry out the discourse transformation in the education of college students' ideals and beliefs under the background of the new era, in order to provide new ideas and methods for the practice of college students' education in ideals and beliefs, and contribute to the cultivation of comprehensive socialist builders and successors in morality, intelligence, physique, aesthetics, and labor.

2. Connotation interpretation of college students' ideals and beliefs under the background of the new era

2.1. Characteristics and requirements in the new era

The background of the new era is characterized by diversity, rapid changes, and high levels of informatization. With the development of the social economy and technological progress, people's ideologies, lifestyles, and values are undergoing profound changes. In such a context, the connotations of college students' ideals and beliefs also present a series of new characteristics and requirements. Firstly, the new era demands that college students' ideals and beliefs possess contemporaneity and innovation. With the continuous development of society, the environment and conditions in which college students live are also changing. Therefore, their ideals and beliefs need to keep pace with the times, aligning with the spirit of the era, and possess characteristics of openness, inclusiveness, innovation, and enterprising. Secondly, the new era requires that college students' ideals and beliefs be practical and feasible. Ideals and beliefs are no longer vague slogans or abstract aspirations but should be combined with practical situations, demonstrating operability and practicability. College students need to formulate practical goals and plans based on their own situations and societal needs, and relentlessly strive towards them. Furthermore, the new era demands that college students' ideals and beliefs embody a sense of responsibility and commitment. As members of society, college students should be aware of their historical responsibilities and the mission of the times. They should contribute their efforts to the development of the country, nation, and society, actively participate in social practices and public welfare activities, and play their roles positively. In conclusion, the characteristics and requirements of college students' ideals and beliefs in the new era are diversity, contemporaneity, practicality, feasibility, responsibility, and a sense of commitment. Only by adapting to the requirements of the times and continuously improving the quality of their ideals and beliefs can college students become outstanding youths of the new era[1].

2.2. Concept and connotation of college students' ideals and beliefs

The concept of college students' ideals and beliefs refers to their aspirations for a better future, their identification with societal and personal values, as well as their firm beliefs and persistent pursuits in achieving their life goals. Its connotations include several aspects: Firstly, ideals and beliefs reflect individuals' spiritual pursuits and life goals. As the new force of society, college students are full of expectations and aspirations for the future, and their ideals and beliefs reflect their pursuit of a better life and affirmation of personal values. Secondly, ideals and beliefs involve the acknowledgment and practice of the core socialist values. In today's society, the core socialist values have become the spiritual backbone of socialism with Chinese characteristics. College students should establish correct worldviews, outlooks on life, and values, actively practice the core socialist values, and contribute to the development of socialist undertakings. Furthermore, ideals and beliefs entail responsibilities and commitments to the nation and society. As builders and successors of the nation and society, college students should harbor loyalty and love for the country and nation, consciously shoulder historical responsibilities and the mission of the times, and strive for the prosperity of the country and the great rejuvenation of the nation. Lastly, ideals and beliefs

involve self-requirements and self-restraints for personal growth and development. College students should establish correct outlooks on life and values, set lofty life goals and career aspirations, continuously improve their qualities and abilities, and realize their life ideals and value pursuits. In summary, the concept and connotations of college students' ideals and beliefs encompass the pursuit of a better future, the acknowledgment and practice of core socialist values, responsibilities and commitments to the nation and society, as well as self-requirements and self-restraints for personal growth and development. Only by establishing correct ideals and beliefs can individuals achieve self-improvement, benefit others, and contribute to society[2].

3. Analysis of current situation of college students' ideal and belief education

3.1. Main forms and methods of current ideal and belief education for college students

Currently, the main forms and methods of college students' ideological and moral education include classroom education, campus cultural construction, ideological and political education activities, and social practice. Firstly, classroom education is one of the important forms of college students' ideological and moral education. Through courses such as ideological and political theory and ideological and political education, students are guided to deeply study Marxist theory, learn the Party's line, principles, and policies, understand the strategic deployment of national development, and enhance their theoretical cultivation and ideological realm. Secondly, campus cultural construction is an important approach to college students' ideological and moral education. By constructing campus culture, a strong ideological and political atmosphere and a good learning atmosphere are created. Various ideological and political education activities are organized, such as themed education months, volunteer service activities, and the construction of student organizations, to stimulate students' patriotism and sense of social responsibility. Furthermore, ideological and political education activities are an effective means of college students' ideological and moral education. By organizing a variety of ideological and political education activities, such as themed speeches, discussions, book sharing, and social practice, students are guided to understand social reality, pay attention to current issues, explore the value of life, and improve their ideological and moral qualities. Lastly, social practice is an important part of college students' ideological and moral education. By participating in various social practice activities, such as summer social practice, volunteer service activities, and social surveys, students go out of the campus, approach society, personally experience the pulse of social development, and enhance their sense of responsibility and commitment to the country and the nation. In summary, the current forms and methods of college students' ideological and moral education mainly include classroom education, campus cultural construction, ideological and political education activities, and social practice. However, there are still some problems and challenges in practice that need to be continuously explored and innovated to improve the quality and effectiveness of education.

3.2. Problems and challenges in the current ideal and belief education of college students

Although the current college students' ideological and moral education is diverse and rich in form and method, it still faces some problems and challenges: Firstly, there is the problem of homogenization of education content. Currently, some college students' ideological and moral education overly relies on imparting book knowledge, lacking guidance from practical contexts and cases. This leads to the homogenization and abstraction of education content, making it difficult to resonate with students' interests and enthusiasm. Secondly, there is the problem of rigidification of education forms. Some college students' ideological and moral education overly emphasizes form, neglecting the richness and effectiveness of content. The activities are single in form and outdated

in content, making it difficult to stimulate students' enthusiasm and innovative vitality. Furthermore, there is the issue of inadequate construction of teaching staff. Some universities lack professional teaching staff in college students' ideological and moral education. The structure of the teaching staff is single, and the teaching level is uneven, resulting in poor educational effects and inability to meet the educational needs of students. Lastly, there is the problem of insufficient emphasis on the social practice component. Although social practice is an important part of college students' ideological and moral education, the social practice arrangements in some universities are not prominent enough. The activity designs lack targeting and practicability, making it difficult to achieve the expected educational effects. In conclusion, the current college students' ideological and moral education faces problems and challenges such as content homogenization, rigidification of education forms, inadequate construction of teaching staff, and insufficient emphasis on the social practice component. Solving these problems requires strengthening the diversity and effectiveness of education content, focusing on innovation and vitality in education forms, enhancing the construction and training of teaching staff, emphasizing the importance and practicality of social practice, and collectively striving to improve the quality and level of college students' ideological and moral education[3].

4. The theoretical basis of discourse transformation of college students' ideal and belief education

4.1. Overview of discourse theory

Discourse theory is one of the important theories in the field of social sciences, mainly studying the phenomena, structure, functions, and meanings of discourse in human language communication, as well as the influence and role of discourse on social and cultural life. The core concepts of discourse theory include discourse, speech acts, the functions and purposes of discourse, power and control of discourse, and the meaning and symbols of discourse. Discourse refers to the specific manifestations of linguistic behavior, the language practices generated by people in communication. Speech acts refer to specific types of linguistic behavior, including statements, requests, criticisms, explanations, etc. The functions and purposes of discourse refer to the roles and objectives of discourse in the communication process, including expressing opinions, establishing relationships, achieving consensus, etc. Power and control of discourse refer to the control and influence of the speaker over the discourse process. The meaning and symbols of discourse refer to the information and meanings conveyed by discourse, including text, language, sound, images, etc. One of the important viewpoints of discourse theory is that discourse is a product of social practice, reflecting the ideological concepts, values, and behavior patterns of people under specific social and cultural backgrounds. Therefore, discourse transformation is not only a change in linguistic form but also a transformation of social and cultural significance, with profound historical, social, and cultural backgrounds. In college students' ideological and moral education, discourse theory can serve as a theoretical basis to help us understand and analyze students' speech behavior, reveal the meanings and symbols behind discourse, identify and guide the problems in college students' ideological and moral education, and explore effective strategies and methods for discourse transformation, thereby better achieving educational goals and effects.

4.2. The Concept and Connotation of Discourse Transformation in College Students' Ideological and Moral Education

Discourse transformation in college students' ideological and moral education refers to changing the mode of speech expression, adjusting the content and structure of discourse, making educational

discourse more in line with the thinking characteristics and psychological needs of college students, thereby more effectively guiding and inspiring college students' ideals and beliefs. This includes changing the form and style of educational discourse, such as using a lively language style, multimedia presentation forms, etc., to enhance the attractiveness and influence of discourse; adjusting the content and themes of educational discourse, focusing on college students' practical confusions, discussing social hot topics, and guiding college students to establish correct outlooks on life and values; reorganizing the structure and logic of educational discourse, setting fascinating storylines, proposing concrete action plans to stimulate college students' deep thinking and active actions; and using different educational discourse strategies and methods, such as heuristic questioning, case analysis, group discussions, role-playing, etc., to stimulate college students' interest in learning and participation, promote college students' autonomous learning and thinking. This process aims to better adapt to the thinking characteristics and learning needs of college students in the new era, improve the effectiveness and quality of education, guide college students to establish correct ideals and beliefs, and achieve the organic unity of personal growth and social development[4].

4.3. Theoretical Basis and Principles of Discourse Transformation in College Students' Ideological and Moral Education

The theoretical basis and principles of discourse transformation in college students' ideological and moral education lie in the comprehensive application of cognitive theory, social learning theory, sociolinguistics theory, and psychology theory, among others, to meet the cognitive development, social interaction, language culture, and psychological characteristics of college students. In practice, the principle of teaching according to students' aptitude should be followed, adopting different forms and methods of educational discourse according to the individual characteristics and learning needs of college students; meanwhile, the heuristic principle should be advocated, guiding college students' autonomous learning and thinking through questioning and case analysis; emotional communication principle should be emphasized in the communication process, establishing good emotional connections and interactive relationships to enhance the infectiousness and influence of discourse; finally, the practice-oriented principle should be implemented, using educational discourse forms and content with strong practicability and operability to enhance college students' practical and application abilities, promote the positive transformation and practical implementation of their ideals and beliefs. The comprehensive application of these principles will help improve the effectiveness and quality of college students' ideological and moral education, promote the organic unity of their personal growth and social development.

5. Exploring the Practical Path of Discourse Transformation in College Students' Ideological and Moral Education

5.1. Curriculum Design and Teaching Mode Innovation: A Case Study of X University

In order to better achieve the goals of ideological and moral education for university students, X University needs to innovate in curriculum design and teaching modes. Firstly, curriculum design should emphasize the integration of theory and practice, employing diversified teaching methods such as case analysis, group discussions, role-playing, etc., to enhance student engagement and learning effectiveness. Secondly, modern technological tools such as online teaching platforms, digital course resources, etc., can be utilized to expand teaching spaces and enrich the diversity of teaching resources. Additionally, personalized teaching should be emphasized, with teaching content and methods flexibly adjusted based on students' diverse needs and characteristics, to

stimulate their interest and motivation for learning. Lastly, practical teaching components should be strengthened by organizing a variety of practical activities, such as social surveys, volunteer services, etc., allowing students to experience the power of ideal beliefs in practice, thereby enhancing their sense of social responsibility and initiative. In summary, through innovation in curriculum design and teaching modes, X University can better promote the implementation effectiveness of ideological and moral education for university students, thus enhancing their ideological and moral qualities as well as comprehensive abilities[5].

5.2. Campus Culture Construction and Public Opinion Guidance: A Case Study of X University

Campus culture construction and public opinion guidance are essential components of ideological and moral education for university students. Firstly, campus culture construction should revolve around promoting core socialist values as the main theme. By organizing various themed activities, cultural festivals, and other forms, a strong atmosphere for ideological and moral education can be created. In event planning, X University can integrate national major festivals, campus memorial days, and other important occasions to design rich and diverse cultural activities, such as artistic performances, thematic exhibitions, calligraphy competitions, etc., to attract student participation and attention, further deepening their understanding and identification with core socialist values. Secondly, emphasis should be placed on integrating campus culture construction with curriculum education, incorporating ideological and moral education into various aspects of campus culture. Through activities such as special lectures, exhibitions, literary creations, etc., students can be guided to deeply contemplate and discuss the connotations and significance of ideal beliefs, stimulating their patriotic sentiments and sense of social responsibility. Additionally, public opinion guidance is also an important aspect of campus culture construction. X University can timely release positive news and information through campus media, campus network platforms, etc., guiding students to establish correct values and worldviews. By utilizing platforms like official campus Weibo accounts, WeChat public accounts, etc., X University can disseminate excellent educational resources and relevant content on ideological and moral education, encouraging students to pay attention to social issues, actively participate in public welfare activities, and enhance their ideal beliefs and social responsibility. In conclusion, by strengthening campus culture construction and public opinion guidance, X University can effectively promote the implementation of ideological and moral education for university students, enhancing their ideological and political qualities as well as comprehensive literacy. This not only helps cultivate students' patriotic sentiments and sense of social responsibility but also contributes to shaping a harmonious and progressive campus culture atmosphere, providing excellent ideological and moral guidance and environmental support for students' growth and development.

5.3. Promotion of Social Practice and Volunteer Services

Social practice and volunteer services play important roles in college students' ideological and moral education. Schools should actively organize students to participate in various social practice activities such as research investigations, community services, cultural exchanges, etc., to deeply understand and feel the society, cultivating students' sense of social responsibility and dedication. Through participating in social practice, students can experience the reality of society, understand social issues, thus establishing correct worldviews and outlooks on life. Additionally, schools should establish a sound volunteer service system, providing students with a variety of volunteer service positions and projects. Volunteer service not only meets students' needs for participating in social practice but also cultivates their spirit of dedication and teamwork. Through volunteer service,

students can feel their own value and influence, enhancing their sense of identity and belonging to society. At the same time, schools should establish cooperation with various sectors of society to jointly promote social practice and volunteer service work. By means of school-enterprise cooperation, community cooperation, etc., broader practical space and development platforms can be provided for students, enabling them to continuously explore, grow, and develop in practice. In summary, through the promotion of social practice and volunteer services, the transformation and practice of college students' ideals and beliefs can be promoted, cultivating their sense of social responsibility and dedication, making positive contributions to the development of the country and society.

6. Conclusion

College students' ideological and moral education is one of the important tasks of ideological and political education in universities today, and it is also a key link in cultivating socialist builders and successors. This paper discusses and analyzes the discourse transformation research of college students' ideological and moral education under the background of the new era, and puts forward strategies and suggestions such as curriculum design and teaching mode innovation, campus culture construction and public opinion guidance, and promotion of social practice and volunteer services. In terms of curriculum design and teaching mode innovation, attention should be paid to teaching according to students' aptitude, heuristic teaching, emotional communication, and practice orientation to enhance educational effectiveness and student participation. In terms of campus culture construction and public opinion guidance, socialist core values should be promoted as the guidance, creating a strong atmosphere for ideological and moral education through campus culture construction and public opinion guidance, guiding students to establish correct worldviews, outlooks on life, and values. In terms of the promotion of social practice and volunteer services, diversified social practice activities and volunteer service projects should be organized to enable students to deeply understand, feel, and serve society, cultivating their sense of social responsibility and dedication. In summary, through multi-faceted and multi-level efforts, the implementation of college students' ideological and moral education can be better promoted, making due contributions to the cultivation of socialist builders and successors who are comprehensive in morality, intelligence, physical fitness, aesthetics, and labor.

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