

Approaches to Strengthening Ideals and Beliefs Education of China's College Young Teachers

Abstract: China's college young teachers are the main force in the development of China's higher education and the hope for the future of China's higher education. The status of ideals and beliefs of young teachers greatly affect the quality of higher education talent cultivation and scientific research. Therefore, China's college young teachers must establish proper ideals and beliefs under the guidance of socialist core values. At present, there are quite a number of China's college young teachers have weakened or lost their ideals and beliefs, and their professional ethics have degenerated. Problems concerning with education quality and academic integrity have occurred from time to time, whose causes are mainly from three aspects: society, young teacher and higher education institution. Therefore, it is urgent to strengthen the ideals and beliefs education for China's college young teachers. First of all, it is necessary to vigorously promote college young teachers to participate in social practice, so that young teachers can objectively understand social reality and establish proper ideals and beliefs; at the same time, take advantage of Internet technology and adopt a variety of online and offline effective methods to carry out ideological education for young teachers to enhance their identification of the ideals and beliefs advocated. In addition, colleges and universities need to improve their evaluation system, adopt an assessment model with equal emphasis on teaching and scientific research and ideals and beliefs, so as to guide young teachers to attach importance to the improvement of their own ideals and beliefs. Colleges and universities also need to combine ideals and beliefs education with solving young teachers' practical problems in order to enhance the persuasive power of ideals and beliefs education and thus improve the effect of ideals and beliefs education. This paper summarizes and analyzes the related research of predecessors in the past 30 years, points out the three root causes of the ideals and beliefs problems of China's college young teachers from a macro perspective, and puts forward three approaches to strengthening the ideals and beliefs education of China's college young teachers, and it is hoped that it may inspire Chinese colleges and universities in young teachers' ideals and beliefs education.

Key words : China's college young teachers; ideals and beliefs; education; approaches

Introduction

1. Significance of Ideals and Beliefs Education of China's College Young Teachers

According to the definition of the *Modern Chinese Dictionary* (2016), ideal refers to "imagination and hope for future things" (Dictionary Editing Office, 2016: 800), while belief refers to "conviction firmly believed to be right and will not change it" (Dictionary Editing Office, 2016: 1461).

Ideals and beliefs are essentially people's yearning and pursuit of the future world (Luo Guojie et al., 2009: 23). They are the concentrated manifestation of values and the spiritual pillar of people (Zhang Weiping, 2001: 3-6). Ideals and beliefs reflect one's social and political stand, world outlook and outlook on life, which are the basic creeds of people to society and life (Zhang Yanli, 2006). Therefore, the pursuit and establishment of proper ideals and beliefs is the spiritual pillar and driving force for a person to grow healthily, achieve a career and create a future.

Former General Secretary of Communist Party of China(CPC) Hu Jintao believes that "ideal is the lighthouse that guides life" (Hu Jintao, 2016: 587), Chinese current General Secretary of Communist Party of China Xi Jinping pointed out that "ideals and beliefs are the lighthouses of career and life, determining our direction and position. It also determines our remarks and actions "(Xi Jinping, 2018C: 8), and "ideals guide life direction, beliefs determine the success or failure of the career. Without ideals and beliefs, it will lead to spiritual 'calcium deficiency '" (Xi Jinping, 2013b). It can be seen that one's life cannot be without ideals and beliefs.

For a young teacher, what kind of aspirations to establish and how to strengthen his ideals and beliefs are vital (Commentator of this newspaper, 2013). Mr. Tao Xingzhi (1891-1946), a well-known Chinese educator, once said: "Learning high to be a teacher and being upright to be a moral model", which reveals that as an excellent teacher, in addition to having a solid and strong professional knowledge, one should also establish proper ideals and beliefs (Zhu Zhe, 2006: 16-18). China's General Secretary Xi Jinping once pointed out that, "If the younger generation has ideals, with ability and responsibility, the country will have a future, and the nation will have hope." (Xi Jinping, 2017), "the ideals and beliefs of young people are related to the future of the country" (Xi Jinping, 2019), and "to be a good teacher, one must have ideals and beliefs" (Xi Jinping, 2014f), and "proper ideals and beliefs help point out the direction for talent cultivation and creating future. It is inconceivable that a person without proper ideals and beliefs can become a good teacher "(Xi Jinping, 2014f), and "the first criterion for evaluating teachers should be the teachers' ethics" (Xi Jinping 2018d). Therefore, young teachers in colleges and universities need to establish proper ideals and beliefs.

What are the proper ideals and beliefs? As far as China is concerned, the proper ideals and beliefs refer to the core values of socialism and the related ideas derived from them. China's core values of socialism are the "three advocates" put forward in the report of the 18th CPC National Congress on November 8, 2012: "advocate prosperity, democracy, civilization, harmony; advocate freedom, equality, justice, rule of law; advocate patriotism, dedication, Integrity, friendliness "(Hu Jintao, 2012). According to China's General Secretary Xi Jinping, the so-called core values "carry the spiritual pursuit of a nation and a country, and reflects a value standard of social judgment of right and wrong"(Xi Jinping, 2014 e). Specific to individuals, the proper ideals and beliefs refer to such ideological aspects referring to the core values of socialism as personal social and political consciousness, life and world outlooks, professional ethics, integrity concepts and so on, which are formed under the guidance of the core values of socialism.

Young teachers are the main forces for colleges and universities to implement quality education and promote the modernization of education. They are the hope for China's future higher education reform and development. The situation of their ideals and beliefs has an important impact on the quality of higher education. Strengthening the ideals and beliefs education of college young teachers is related to the long -term development of higher education institutions, the quality of talent cultivation and the future of education (Li Weiping, 2017: 64), which is of great and far-reaching strategic significance. As China's General Secretary Xi Jinping said, "education is the foundation of a century-old plan, while teachers are the foundation of education and the backbone for promoting education" (Xi Jinping, 2013 a). During his inspection tour at Peking University, General Secretary Xi Jinping pointed out that "the key to talent cultivation lies in teachers. The quality of teaching staff directly determines the ability and level of running a university." (Xi Jinping, 2018 d). General Secretary Xi Jinping believes that a qualified teacher

should meet the following "four" criteria: "must have ideals and beliefs, moral sentiments, solid knowledge, and benevolence" (Xi Jinping 2014 f). Teachers' ideals and beliefs also affect the development of students' ideological and moral quality, and even play a huge promotion role in the improvement of the ideological and moral quality of the whole society. To promote the development of education, the development of teachers' education must be promoted. One of the important aspects of teachers' education is to strengthen the ideals and beliefs education for teachers, especially for young teachers. Therefore, college young teachers need to receive education of ideals and beliefs.

Teachers are educators, but educators must be educated first, and the education for educators must be strengthened. Just as Karl Marx(1818-1883) emphasized in "Outline of Feuerbach": "The environment is changed by people, and educators themselves must be educated" (Marx, 2012: 134), the founder of New China Mao Zedong (1893 -1976) once said that, "since they are educators, and they are teachers, they have the task of being educated first." (Mao Zedong, 1999: 270-271). In the past 10 years, in order to further develop higher education, the Chinese government has been vigorously promoting the ideals and beliefs education of college young teachers. For example, on May 4, 2013, the Central Organization Department of the Central Committee of the Communist Party of China, the State Publicity Department, and the Party Group of the Ministry of Education jointly issued the **Opinions on Strengthening and Improving the Ideological Work of Young Teachers in Colleges and Universities**, to promote Chinese colleges and universities to strengthen ideals and beliefs education of young teachers in colleges and universities (Shuai Yongping, 2012: 177-178). In February 2017, the Central Committee of the Communist Party of China and the State Council issued the **Opinions on Strengthening and Improving Ideological Work in Colleges and Universities under the New Situation**, requiring colleges and universities to "strengthen ideological education and value guidance, and must put ideals and beliefs education in the first place"(Office of the Central Committee of CPC, 2017). In 2018, the Central Committee of the Communist Party of China and the State Council issued the **Opinions of the Central Committee of the Communist Party of China and the State Council on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era**, stating that "to put the improvement of teachers' ideological quality and professional ethics at the primary position" (The Central Committee of CPC, 2018), and the primary task to improve ideological quality is to strengthen the education of ideals and beliefs. It can be said that the ideals and beliefs education of young teachers is a very important task for Chinese colleges and universities today.

According to the age classification of the World Health Organization of the United Nations in 2013, those under the age of 45 are categorized as young people (Ma Ruwei, Li Weiling 2014: 87-90). Accordingly, the so-called college young teachers mentioned in this paper refer to those under the age of 45. According to the statistics of the Ministry of Education of China, as of 2020, there are 1,851,933 full-time teachers in Chinese colleges and universities, of which 1,244,663 are "young teachers" (i.e. under 45-year old), accounting for 67.2% (Ministry of Education, 2021), which has become the the main force of China's higher education.

2. Current Situation of the Ideal and Beliefs of China's College Young Teachers

With the further deepening of China's reform and opening up, the country's economy has continued to prosper, and the people's material living standards have been significantly improved. However, while economic income opportunities have increased, social competition has also increased. In a competitive environment, some people's traditional basic ideas gradually fade, while some new negative ideas gradually become popular. As far as college young teachers are concerned, some ideals and beliefs, such as the traditional values of patriotism, contribution to the society, equality for all, the professional ethics of devotion to duty, integrity and trustworthiness, etc. are gradually weakening, while ideas such as money worship, materialism, consumerism, hedonism, and selfishness, etc. gradually occupy their minds, which not only affects their own development, but also has negative effects on students, and thus undermine the quality of higher education talent cultivation. In 2014, the Ministry of Education of the People's Republic of China issued the **Opinions on Establishing and Improving the Long-term Mechanism for the Construction of College Teachers' Morality**, which pointed out that there exist quite a number of college teachers who have vague ideals and beliefs, with weak awareness of educating people, perfunctory teaching, and even academic misconduct, anomie in words and deeds, and moral corruption, etc., which have seriously damaged the social image and professional reputation of college teachers (Ministry of Education 2014). The ideals and beliefs education for college young teachers faces new challenges in the new historical period.

Relevant research shows that, in general, most young teachers in Chinese colleges and universities have proper ideals and beliefs, as well as solid professional knowledge and skills, and are qualified teachers (Zhou Weidong, 2019: 171-173), however, there are also a number of young teachers who have problems with their ideals and beliefs. "Some young teachers have no ideals and beliefs, or their ideals and beliefs are not pure or firm" (Yao Li, 2001: 26-27), and even "unilaterally inclined towards material pursuits, and with spiritual desolation, serious money worship, moral decline and rampant corruption" (Zhang Yingfeng, 2011: 76-78). Some scholars pointed out that: "there is also a general lack of ultimate care among young people in the 1990s. Most of them think that they have no beliefs, and many of them even think that they do not need beliefs at all" (Xu Jilin, 1992: 5-8). One of the specific manifestations in their daily work is the lack of responsibility for teaching and educating students, the lack of truth-seeking and realistic attitudes towards scientific research, one-sided pursuit of quantity while belittling quality, and even practising fraud (Lian Si, 2012: 237-285), and they have exposed more and more problems in terms of integrity and morality (Liu Feng, 2013: 74, 70).

The author of this paper believes that the problems of young teachers in ideals and beliefs are mainly due to social, personal, and institutional reasons. In terms of social reason, as some scholars have realized, "the ideals and beliefs of college young teachers are established based on reality, so in today's era, the social reality directly affects their identification of ideals and beliefs." (Tong Ling et al., 2019: 160), and "the contrast between ideal and reality has caused some college young teachers to waver their minds, gradually weaken their ideals and beliefs, change their professional ethics and professional quality, and distort their value perception. They have gradually become utilitarian and secular, and even advocate pragmatism, blindly pursue personal interests, and lose their sense of responsibility for society and the country" (Fan Jingyu, 2021: 94); In terms of personal reason, college young teachers themselves have little social experience and are generally naive and lack rational thinking about some social events. They are prone to be misled by some public opinions, especially those fast-spreading information in online media

environment, and do some things that are inconsistent with their occupation and identity. "The ideals and beliefs of college young teachers are more and more vulnerable to the erosion and influence of numerous and complex social values, resulting in great uncertainty and instability in the identification of ideals and beliefs" (Pan Ye, Wang Wei, 2019: 9-11). The reason from higher education institution is that at present, Chinese colleges and universities generally place more emphasis on teachers' teaching and scientific research and less on spiritual incentives, which makes some young teachers attach more importance to teaching and scientific research, rather than the learning and improvement of professional ethics and ideological quality, the result of which must be indifference in professional moral awareness, lack of ideals and beliefs, and the value orientation "has an obvious ideological tendency of pragmatism and utilitarianism " (Hu Qi, 2009: 77). The survey conducted by researchers Zhang Xia and Deng Shuhua shows that Chinese colleges and universities currently attach great importance to the ideals and beliefs education of young teachers, but there is still a certain gap compared with the emphasis that colleges and universities place on the improvement of teachers' teaching and scientific research abilities. According to the survey, 48.89% of colleges and universities "mainly focus on the improvement of teachers' teaching and scientific research ability" in their training of young teachers, and only "30% of colleges and universities put ideals and beliefs education in the first place." (Zhang Xia, Deng Shuhua, 2016: 61). In addition, the effect of ideals and beliefs education for young teachers in some colleges and universities is not good. For example, university leaders usually do not pay enough attention to the ideals and beliefs education of young teachers, and the working methods are not many and relatively backward, and the formalization is serious. As a result, "the work is not targeted and effective enough, and it is difficult to arouse the ideological resonance of young teachers" (He Xianglin, 2019: 83).

It can be seen that the ideals and beliefs education of college young teachers is a problem that needs to be faced and solved urgently. The country has paid attention to this problem, and colleges and universities have also taken action, but the effect is still not satisfactory. The previous researches mainly focus on case study of one or several colleges or universities, and the proposed countermeasures are mainly applicable to the target colleges or universities, instead of applicable to nationwide situation. Based on the understanding of the author of this paper on the ideals and beliefs education of college young teachers, and a review and analysis of the findings of previous researches, this paper proposes approaches to ideals and beliefs education for China's college young teachers, hoping that the findings of this study may be inspiring for Chinese colleges and universities in their conducting the ideals and beliefs education for young teachers. Hence the research question of this study: what are the approaches to ideals and beliefs education for China's college young teachers? The significance of this study has already been mentioned above.

3. Literature Review

According to the research of researchers Hu Haoyue and Yang Sheng, there were 63 research papers published between 1994 and 2019 with the theme of "ideals and beliefs education of college young teachers". These papers "mainly focus on the current situation and countermeasures of ideals and beliefs education for college young teachers, on the construction of college young teacher team, and on the construction of college young teachers' beliefs and professional morality" (Hu Haoyue, Yang Sheng, 2020: 79). In terms of the research on the current situation and countermeasures of the

ideals and beliefs education of college young teachers, related research from 1994 to 2019 found that the ideals and beliefs of China's college young teachers are generally positive (Wang Yifen, Huang Weiping, 2013: 79-80; Liu Rong, 2018; Lv Chunyan, 2017: 25-26; Zhang Shaoyun, 2013), but due to the relative lack of social experience and insufficient work ability, college young teachers are vulnerable to some unhealthy social thoughts in the context of economic globalization and multiculturalism, as well as the unhindered, virtual and rapid nature of information dissemination in the new media era (Huang Weiping, Xiao Licai, 2013: 10-11), they are often negatively affected by realistic utilitarianism, egoism, consumerism, money worship, hedonism and so on, and thus showing weak political awareness (Tian Jiang, 2012: 109-110; Lin Yiping, 2018: 1-4), lack of ideals and beliefs, vague mainstream values, weakened sense of professional responsibility, lack of integrity and with moral anomie (Li Xiaorong, 2015: 100-104) and other problems, which brought great challenges to the ideals and beliefs education of young teachers (Yang Sen, 2013: 81-83).

Therefore, it is necessary to take measures to improve the status quo. Some scholars believe that we should pay attention to the ideological guidance of young teachers and care about their all-round development (Li Yi, Lin Lin, Zeng Wei, 2013: 24-26; Li Juan, Song Huijie, 2016: 35-39); some scholars believe that it is necessary to focus on the effectiveness of ideals and beliefs education for young teachers from the aspects of reality, organization, and working system (Ma Ruwei, Li Weiling, 2014: 87-90); some scholars believe that the content system of ideals and beliefs education should be enriched, giving young teachers greater incentives (Lv Chunyan, 2017: 25-26; Huang Guisen, 2015: 18-19); some researchers believe that the ideals and beliefs education should take into consideration of the survival reality of college young teachers in the region (Jiang Xianfeng, 2019 :7-12; Wu Hanling, 2016:73-74), should be consistent with colleges and universities of various types and levels (Lei Lili, 2018:280-281; Tong Hui, Zhang Jun, 2015:77-81; Zheng Jianyun, 2013:88 -92), should keep an eye on the characteristics of new era (Zhao Fei, Zhang Yan, 2019: 41-44; Li Weiping, 2017: 64; Xia Daoyu, Dai Haidong, Zuo Xuesong, 2015,: 123-126) and keep up with the development of new technologies (Huang Weiping, Xiao Licai, 2013:10-11) ; some researchers believe that the ideals and beliefs education of college young teachers can rely on grassroots political organizations (Yang Gaihong, 2013: 76-78),labour union (Yang Liuqing, Wang Xiuli, Dai Yangfan, 2010: 189-190), the guidance of a certain political thought (Yao Li, 2001: 26-27) or social thought (Ye Zhengping, Zhang Wenkai, 2014: 174-175; Tie Zheng, 2014: 21-24).

For the research on the theme of "ideals and beliefs education of college young teachers" from 2020 to 2022, the author of this paper searches on China Knowledge Infrastructure(CNKI), the China's biggest database of publications, and finds a total of 21 related published papers. In general, the problems of the ideals and beliefs education of college young teachers pointed out by the researches from 2020 to 2022 are similar to those found in previous researches (Zhang Mengjun, 2021: 134-136; Chen Li, 2021: 100-101), the improvement measures proposed are also similar, including the adoption of educational methods adapted to the characteristics of the Internet age (Ding Sheng, 2021: 1-5; Fan Jingyu, 2021: 94-96; Xiao Li, 2021: 43-45; Pang Da, Ren Chunhua, 2021: 51 -53; Zuo Wei, 2020: 148-151; Wang Wei, 2020), adopting methods suitable for specific colleges and universities (Zhang Rong, 2020: 100-102; Han Qiao, 2021: 70-71; Lan Lei, 2021: 122-123) and adopting educational model based on the actual situation of the region (Li Wenzhao, Deng Chongyang, Yan Xiong, 2021: 128-131) and taking into consideration of the Chinese culture (Han Muyan, 2022); carrying out classified education according to the different characteristics of

different young teachers (Liu Lian, Lan Yun, 2020: 28-29); launching education under the guidance of political ideology (Pu Chengjun, 2020: 122-123; Zheng Dongpeng, 2021: 87-92); and conducting ideals and beliefs education of college young teachers in light of the recent two years of COVID-19 pandemic (Ding Sheng, 2021: 13-16).

It can be seen that predecessors have conducted extensive research on the problems existing in the ideals and beliefs education of college young teachers and the improvement measures that should be taken. However, the research objects of the predecessors were all a college or several colleges in a region, and the improvement suggestions put forward were only aimed at a certain colleges or a few colleges in a certain region. A comprehensive overview of existing problems in the ideals and beliefs education of China's college young teachers, as well as overall and comprehensive recommendations for improvement is still lack. Based on the understanding of the ideals and beliefs education of college young teachers and a review of the predecessors' research findings, the author of this paper summarizes the current problems in the ideals and beliefs education of China's college young teachers, and puts forward suggestions for improving the ideals and beliefs education of young teachers in Chinese colleges and universities.

4. Approaches to Ideals and Beliefs Education of China's College Young Teachers

The author of this paper believes that the root causes of problems in the ideals and beliefs of college young teachers are mainly from [society](#), [individual young teacher](#), and [higher education institution](#). Therefore, colleges and universities should focus on taking countermeasures from these three aspects to strengthen the ideals and beliefs education of young teachers.

4.1 Strengthen the social practice of young teachers, promote a comprehensive and objective understanding of social reality, and establish proper ideals and beliefs.

Some practical social problems, especially the dark side of the society, have unfavourable impact on the ideals and beliefs of young teachers, causing young teachers to have a one-sided understanding of the society. Therefore, it is necessary to make young teachers have a more comprehensive understanding of the imperfect society through appropriate channels. Only by having a more comprehensive understanding of both its bright side and its dark side can young teachers have an objective understanding of society and not be obscured by the superficial and temporary phenomena of society, and see through the surface of social phenomena the mainstream ideology and core values that underpin the current Chinese social development, and firm up proper ideals and beliefs. "Through correct value support and ideological guidance, establish a correct view of history, nation, country, and culture" (Zhao Fei, 2019: 87). And the best way to understand society is to participate in social practice.

Chinese colleges and universities have been implementing educational poverty alleviation policies to encourage college young teachers to participate in social practice in poverty-stricken areas for 1-2 years. For example, college young teachers are encouraged to serve as teachers in schools in poverty-stricken areas, as administrators in government departments or in village and community sub-district office, as technical instructors in factories or companies, etc.. The purpose is to help young teachers apply theory to practice, to promote their comprehensive and objective understanding of social reality. Jiang Zemin, the former Chinese President and General Secretary

of Communist Party of China, believed that college young teachers should be called on to teach and study in the poor areas, and he expounded the relationship between social practice and ideals and beliefs, pointing out that "ideas and beliefs are the strong spiritual pillar and source of strength for us to overcome difficulties and obstacles and win victory. The power of ideals and beliefs can only be sustained by devoting ourselves to fiery social practice. Young people should consciously go to places where the motherland needs them most, to places with difficult conditions, and experience the world through trials and hardships in the great practice of reform, opening up and modernization. Only in great practice can one grow and mature faster and better." (Jiang Zemin, 1998: 342).

However, although policies to encourage college young teachers to participate in social practice in poor areas have been implemented for many years, most of these policies encourage young teachers to participate in social practice voluntarily rather than compulsorily. In recent years, with the further prosperity of the economy and the further increase of the income of college teachers, as well as their heavier burden of workload, both colleges and college teachers have not paid enough attention to the problem of teachers' participation in social practice, and the implementation of policies has not been satisfactory. Therefore, at present, colleges and universities should attach more importance than ever to the promotion of young teachers' participation in social practice.

Young teachers' participation in social practice plays an irreplaceable role in the growth and development of young teachers and their establishment of proper ideals and beliefs. "The openness of modern society endows people with an open-minded way of thinking, that is, a thinking that breaks through traditional thinking and narrow vision, looks at problems from multiple perspectives and angles, and is willing to understand and accept things that are different from previous experiences." (Li Hui 2013 : 76). By participating in social practice, young teachers can witness the diverse social reality and fragmented social information in today's open society, which can help to distinguish between right and wrong, dark and bright, and see the role of socialist core values, so as to establish and consolidate proper ideals and beliefs, and will not be misled by individual and temporary social phenomenon.

As educators, college young teachers must first educate themselves. The mission and professional attributes of college young teachers determine that they must agree with the core values of socialism and use them as theoretical weapons. Only through social practice, college young teachers can clearly see the essence of social reality, highly identify with the core values of socialism, and establish proper ideals and beliefs as their own spiritual pursuit and behavioral criterion, only then can they truly become a qualified college young teacher with theoretical literacy of educating people.

4.2 Adopt various and effective methods with the help of Internet technology to strengthen the ideals and beliefs education of young teachers

One of the reasons for the dislocation or weakening of the ideals and beliefs of college young teachers is that young teachers are vulnerable to external social reality since they are young and naive and inexperienced, and unstable psychologically and ideologically. Their theoretical understanding is not deep enough, their thoughts are not stable and firm enough, and are easily agitated and induced by external social reality and social trends of thought, resulting in their

wrong views and opinions, especially in the current era of developed Internet, where various kinds of information are mixed and disseminated fast, and young teachers sometimes have difficulty distinguishing the truth from the false, the right from the wrong. As a result, they are adversely affected, and their ideals and beliefs are deviated. As some scholars have pointed out, "under the influence of various factors, the ideas and values received by young teachers have become more complex, which profoundly affects the ideals and beliefs of young teachers" (Pan Ye, Wang Wei, 2019: 9-11). Therefore, it is necessary to strengthen the ideological education of young teachers, so that young teachers become qualified educators with firm ideals and beliefs and strong discrimination ability.

In terms of educational media, we should take advantage of developed Internet technology, that is, to use WeChat and Weibo, online video, and online answering, etc. as educational medium to timely convey correct theoretical knowledge, transmit the truth of relevant events in a timely manner, and require young teachers to use mobile phone or computer to learn or communicate online timely, so that young teachers can quickly get to know the correct information, not be misled by false information, so as to strengthen their proper ideals and beliefs.

According to "The 48th Statistical Report on China's Internet Development" released by China Internet Network Information Center (CNNIC), as of June 30, 2021, the number of China's netizens reached 1.011 billion, accounting for 71.6% of China's population. At the same time, the number of mobile Internet users in China is 1.007 billion. 99.6% of netizens use mobile phones to access the Internet (CNNIC, 2021). Therefore, we must make good use of Internet technology to carry out ideals and beliefs education. On the one hand, with the help of Internet technology, we can actively guard against the occurrence of problems in advance, on the other hand, we can quickly find existing problems and solve them efficiently. Colleges and universities should "create educational discourses with novel content, diverse forms, and a combination of profound theoretical themes and the vivid real world, to promote the innovation of the ideals and beliefs education in colleges and universities, and realize the modern turn of ideals and beliefs education in colleges and universities." (Pang Da, Ren Chunhua, 2021: 53). Some researchers pointed out that at present, many Chinese colleges and universities still adhere to the educational model of "discover-and-solve", that is, waiting for problems to appear before thinking about how to solve them, failing to actively adapt to the Internet age where WeChat and Weibo information is prevalent (Pangda, Ren Chunhua, 2021: 53). This situation must be changed.

In addition to focusing on online education with the help of Internet technology, we must continue to adhere to the traditional offline education methods, and pay attention to the effect of education to prevent mere formality. For example, it is necessary to rely on various organizations in colleges and universities, such as party organization, league organization, labour union, etc., and adopt various educational methods such as lectures, book clubs, seminars, collective learning, theoretical knowledge contests, and so on. It is key for the offline education to be "rich and diverse in form, strong in pertinence, highlight practicality, and focus on solving the problem of ideals and beliefs of college young teachers" (Hu Qi, 2009: 76).

It should be noted that "with the continuous advancement of reform and opening up and the influence of multiculturalism, the value orientation of some young teachers has become diverse and even alienated" (Yang Sen, 2013: 24). Some young teachers think that the ideals and beliefs education is "brainwashing", and they react negatively to participating in various educational activities in colleges and universities. Therefore, in the process of education, colleges

and universities should in-depth expound the connotation of ideals and beliefs, strive to arouse repercussions and resonance among young teachers, generate recognition and reach consensus, and make young teachers consciously convinced.

4.3 Improve the evaluation system in colleges and universities and combine ideals and beliefs education with solving practical problems

The deviation of the ideals and beliefs of college young teachers is also of great concern with the commonly seen evaluation system in colleges and universities that attaches great importance to scientific research and teaching but belittles the education of ideals and beliefs. As some researcher have pointed out, "Some colleges and universities do not pay enough attention to the ideals and beliefs education of young teachers. On the one hand, many ideals and beliefs education remain on the surface, the educational content lags behind the development of the times, and the educational methods are relatively simple; on the other hand, the evaluation and assessment system in colleges and universities is not perfect, with one-sided emphasis on scientific research and professional ability, and has led to people's gradual emphasis on the output of scientific research, ignoring the ideological and moral quality, which has led to the stagnation of the ideals and beliefs education of college young teachers. And so, although time and energy have been invested, it is far from achieving the expected effect." (Li Wenzhao, Deng Chongyang, Yan Xiong, 2021: 129). Some researchers also pointed out that "the current assessment system in colleges and universities pays more attention to college teachers' teaching and scientific research, while relatively neglecting college young teachers' ideological and moral quality, which leads young teachers to underestimate the ideals and beliefs education in colleges and universities" (Jiang Xianfeng, 2019: 8). Therefore, it is necessary to improve the current evaluation system in colleges and universities, and implement an evaluation system that places equal emphasis on teaching and scientific research and ideals and beliefs.

In addition, the current ideals and beliefs education in colleges and universities is generally not closely integrated with solving the practical problems of young teachers, so it is difficult to convince young teachers, and the effect of ideals and beliefs education is not ideal, which is also one of the main reasons for the weakening of ideals and beliefs of young teachers in colleges and universities. Therefore, it is necessary to combine ideals and beliefs education with solving teachers' practical problems. As Karl Marx said, "Everything that people strive for is related to their interests" (Marx, 1956: 82), and "once the 'ideas' are separated from the 'interests', they will definitely make themselves ugly"(Marx, 1957:103), that is to say, ideals and beliefs education must be unified with solving practical problems. If the ideals and beliefs education of young teachers relies solely on preaching, it will be difficult to produce desired results. Only with appropriate material and spiritual incentives can they arouse young teachers' enthusiasm and exert their potential for moral education. "Only through a series of incentive mechanisms can we provide a new platform for young teachers to develop and grow their talents, and can further enhance their sense of social responsibility and the mission of the times" (Jiang Wen, 2012: 66), as some researchers pointed out that, "If the ideological education in colleges and universities can start from solving the practical problems of young teachers and caring for their interests and needs, it can enhance the attractiveness of ideological education"(Xu Chengfang, Zhang Yanhong, 2013: 52). Therefore, "combining solving ideological problems with solving practical problems is an

important principle to improve the pertinence and effectiveness of young teachers' ideological education" (Chen Dongqiong, Ning Qiuya, 2019: 35).

The combination of ideals and beliefs education with solving teachers' practical problems is to "strengthen the humanistic care for young teachers in colleges and universities" (Chen Shaorong, Wu Qingsong, 2018: 67). As General Secretary Xi Jinping has said, "ideas and beliefs are not used to talk or sing, nor are they used to decorate the facade. Only when they are seen in action can they be persuasive" (Xi Jinping, 2018c). Therefore, colleges and universities should actively pay attention to and try their best to solve the practical problems of young teachers, such as helping to solve housing and their children's enrollment problems, increasing their income, and relieving their mental and psychological anxiety, etc. By solving the practical problems of young teachers, it can increase the persuasiveness and recognition of ideals and beliefs education in colleges and universities.

5. Conclusion

College teachers are not only guides for students to learn professional scientific knowledge, but also role models for guiding students' behavior (Xue Liming, 2009: 12), and they are the main force in promoting the development of higher education in China. "The hope of a nation lies in education, and the main body of higher education lies in teachers, especially young teachers" (Xing Yongfu, Lv Qiufang, 2007: 90), so college teachers, especially college young teachers, must have firm and proper ideals and beliefs. General Secretary Xi Jinping once pointed out that, "When teachers have firm ideals and beliefs, their standing will be promoted, their horizons will be broadened, their minds will be elevated, they will not be arrogant or impatient in times of victory and prosperity, and they will not be depressed or waver in times of difficulty and adversity." (Xi Jinping, 2013g). Colleges and universities play the most important role in the education of young teachers' ideals and beliefs, as General Secretary Xi Jinping has said, "The foundation of colleges and universities lies in establishing morality and cultivating talent, and so we must adhere to the moral education and talent cultivation as the central work of colleges and universities" (Xi Jinping, 2016).

Therefore, colleges and universities shoulder the great responsibility of educating young teachers on ideals and beliefs, and should conduct serious research to find reasons for the weakening or loss of young teachers' ideals and beliefs from three aspects: [society](#), [individual young teachers](#), and [colleges and universities themselves](#), and based on local conditions, encourage college young teachers to participate in social practice in order to objectively understand society and establish proper ideals and beliefs. At the same time, colleges and universities should take advantage of Internet technology to adopt effective online as well as offline educational measures to promote young teachers to establish firm and proper ideals and beliefs. Colleges and universities also need to improve the evaluation system, that is, establish an assessment system with equal emphasis on teaching and research and ideals and beliefs of teachers, in order to guide young teachers to pay attention to the improvement of their own ideals and beliefs. Colleges and universities also need to combine ideals and beliefs education with solving young teachers' practical problems, so as to increase the persuasiveness and recognition of ideals and beliefs education for young teachers. In a word, it is necessary to carry out ideals and beliefs education through various channels, and strive to make college young teachers have firm and

proper ideals and beliefs, so as to solve their problems of "anemia" in thought, "lack of calcium" in spirit and "weakness" in action.

On the basis of reviewing previous researches, this paper, from a macro perspective, points out the three root causes of the current ideals and beliefs problems of China's college young teachers, namely, [the social, individual and collegiate causes](#), and points out that strengthening the ideals and beliefs education of college young teachers needs to start from these three aspects, to take corresponding measures, and pay attention to the effect of education. The approaches put forward in this paper is mainly directional, and the specific educational means proposed are not enough. It is hoped that when implementing the ideals and beliefs education of young teachers, colleges and universities, with reference to the macro guidance and prompts proposed in this paper, can adopt more diverse and effective educational methods that are in line with their actual situation to achieve desired results.

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