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Research and Reflection on Ecological Civilization Education in Domestic Colleges and Universities in the New Era*

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Abstract: General Secretary Xi Jinping's discourse on the construction of ecological civilization is the condensation and sublimation of the theory of ecological civilization construction of the Party Central Committee, revealing the strategic significance of the construction of ecological civilization, clarifying the direction of action of ideological and political education in colleges and universities in the new period, and putting forward the practical requirements. The construction of ecological civilization is being pushed forward with unprecedented strength, and strengthening the education of ecological civilization has become the inherent requirement and inevitable choice of ideological and political education in colleges and universities in the new period. Colleges and universities have the responsibility and obligation to cultivate ecological concepts, strengthen ecological emotions, pay attention to behavioral guidance, etc., and constantly strengthen the ecological awareness of college students, establish a scientific ecological worldview and shape ecological beliefs, and ultimately achieve ecological civilization.

Keywords: ecological civilization education; educational thought; ecological civilization construction; new China

Classification Number: G641

The Opinions of the CPC Central Committee and the State Council on Deeply Combating Pollution Prevention and Control pointed out that ecological civilization education should be incorporated into the national education system, and the awareness of conservation, environmental protection and ecological awareness should be enhanced for all people. Colleges and universities, as the main position of talent culti-

vation, scientific and technological innovation, and service to society, must conform to the development trend of the times, adapt to the needs of social development, optimize the concept of educational development, guide college students to establish a scientific view of ecological civilization, and let Xi Jinping's idea of ecological civilization take root in the hearts of college students. Ideological and political work is the lifeline of all work in colleges and universities, and the integration of Xi Jinping's ideology of ecological civilization into the ideological and political education of colleges and universities not only points out the direction of ideological and political education in the new period, but also is the inevitable requirement and proper meaning of promoting the construction of ecological civilization in the new period in an in-depth manner.

1 Cultivating ecological concepts and strengthening ecological awareness

Ideological and political education is a purposeful and conscious activity of educators aimed at guiding the formation of good character in the educated, and it is of great significance for the comprehensive development of individuals and the progress of society. However, for a long time, people have mistakenly equated the essence of ideological and political education with political values, unilaterally believing that its goal is only to align students' thoughts with the national ideology in order to solve interpersonal and social problems at the ideological level. In fact, the moral nature of interpersonal relations is directly reflected and adjusted through human activities and behaviors, and this morality is obvious in social relations and easy to be recognized and accepted in education. In contrast, the moral boundaries of human-nature relations were initially more ambiguous and therefore often neglected in education. However, Marx and Engels have deeply explored the relationship between human beings and nature,

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pointing out that human beings depend on nature for survival, and that human beings' conceptions of themselves, nature and the relationship between human beings and nature are in fact a true portrayal of social relations.

With the excessive solicitation of nature by human beings, the harmonious relationship between human beings and nature has gradually broken down. The core mission of the 21st century is to realize the harmonious coexistence of human beings and nature, and the confrontation between human beings and nature is a battle without a winner. In the face of environmental problems and ecological crises, ideological and political education in colleges and universities needs to cope with new ecological challenges, which is also a key issue in promoting the construction of ecological civilization system in the new era. Ideological and political education in the new era needs to break the traditional concepts, build an ecological civilization education system, integrate ideological and political education with ecological civilization education, strengthen ecological awareness and highlight ecological values. This requires the internalization of ecological morality and responsibility into the necessary qualities of college students, enhancing their knowledge of the ecological social system, cultivating the concept of harmonious coexistence between human beings and nature, as well as the ecological awareness and moral quality to correctly deal with the relationship between human beings and nature. Ecological civilization education has added new connotations to ideological and political education in colleges and universities, opened up new paths for educating people, and clarified the new direction of high-quality development.

2 Rethinking Western industrial civilization and establishing a scientific ecological worldview

Environmental and ecological problems are ultimately a matter of the way in which economies are built and developed and the way in which people live. David Ray Griffin, vice-president of the Mid-America Institute for Postmodern Development, points out, "The serious global problems of our time—from the threat of nuclear weapons and the dangers of toxic chemicals to hunger and poverty to environmental degradation to the destruction of the system on which the earth's resources depend for their survival—are all direct conse-

quences of the Western industrial system of thought that began to dominate the world only a few centuries ago." Looking into the history of Western industrial civilization, the environmental impact of the three currents of thought: anthropocentrism, scientism and consumerism, is remarkable. They have distorted the relationship between man and nature to varying degrees, brought great damage to nature, and laid the groundwork for human misfortunes. Therefore, it is necessary to deeply analyze the above trends and build a scientific ecological worldview that meets the needs of the times on this basis.

2.1 On anthropocentrism

Anthropocentrism, with Descartes' philosophy of subjectivity as the theoretical basis for its actions, "provides an ideological justification for modernity's unbridled desire to dominate and plunder nature (including all other kinds of life). This desire to rule, conquer, control, and dominate nature is one of the central features of the modern spirit." Anthropocentrism holds that man is above nature and can control and transform it as he pleases for human use. Driven by science and technology, anthropocentrism has led to mankind's frantic plundering of nature, bringing about ecological imbalance and environmental destruction. Reflecting on anthropocentric thinking, only when human activities follow the laws of nature, behavior does not exceed the limits of environmental tolerance, human beings and nature can develop harmoniously and promote each other. According to the materialism "the principle of material unity of the world", everything is interconnected organic whole, human beings in the natural world, their own survival and development will inevitably be subjected to this ecosystem of other elements of the constraints and impacts. Therefore, while unswervingly safeguarding the development of production, it is also necessary to adhere to the basic State policy of conserving resources and protecting the environment, so as to realize the harmonious development of mankind and nature.

2.2 On scientism

Scientism and anthropocentrism go hand in hand. Science and technology played a huge role in the promotion of anthropocentrism. As the status of science and technology in the process of transforming nature continues to rise, scientism has become popular. Scientism advocates the supremacy of science and its omnipotence in the entire human spiritual and cultural system. With regard to social problems, scientism

believed that science could solve all the problems faced by human beings, and promoted the natural scientific method, ignoring the significance of cultural forms and other forms of reason. With regard to nature, scientism sees nature as an object that modern man processes and transforms using the science and technology at his disposal. Reflecting on scientific thought, people should establish the concepts of scientific and technological humanitarianism and scientific and technological ecologization, and understand the relationship between scientific and technological activities and the ecological environment. Science and technology should be used for the happiness of human beings, not in turn to endanger nature and destroy the ecology. The ecologization of science and technology requires that scientific and technological activities should follow the path of ecologization, consciously maintain the ecological balance and promote the healthy development of nature.

2.3 On consumerism

Consumerism advocates and pursues excessive possession and consumption to satisfy self-worth orientation, and considers consumption itself as the process of reproduction of labor itself. It is contrary to the concept of eco-consumption. Under the guidance of this idea, the most obvious example is that an American uses more gasoline than a Rwandan citizen 1000 times, and that the utilization of the Earth's energy by more than 200 million people in the United States is equivalent to that of 20 billion people in developing countries. Such unrestrained consumption will undoubtedly increase the exploitation and plundering of the Earth's resources. People should realize that consumerism is a wrong way of life that ignores the ecological balance and the reality of the situation; it pursues high consumption one-sidedly, believing that lavish consumption can promote scientific and technological innovation and the progress of civilization, and that this approach has caused great harm to the natural environment.

In the education of ecological civilization in colleges and universities, a scientific ecological worldview that correctly understands and deals with the relationship between human beings and nature is of vital importance, which includes the concept of harmonious coexistence between human beings and nature, the concept of scientific and technological humanitarianism and scientific and technological ecology, and the concept of ecological consumption. Xi Jinping's idea of

ecological civilization, as the fundamental guideline and action program for promoting the construction of ecological civilization in China in the new era, provides important guidance for ecological civilization education in colleges and universities. This thought is not only a profound reflection on the western industrial civilization thought, but also an inherent requirement of the scientific concept of development in the new era, which is of far-reaching significance for promoting the comprehensive development of economy, society and human beings. Therefore, it is crucial to establish these scientific concepts of ecological worldview in the education of ecological civilization in colleges and universities. More importantly, it is necessary to persistently practice these concepts and integrate them into daily teaching and practical activities, in order to cultivate students' ecological civilization awareness and contribute to the construction of an ecological civilization campus.

3 Cultivating ecological emotions and shaping ecological beliefs

According to the law of ideological and political education and the law of formation and development of human ideology and morality, ideology and morality need to go through the link of emotion and belief to be transformed from knowledge to behavior. Emotion plays an important catalytic role in the process of transforming understanding into behavior, and has a great impetus to the direction and intensity of human action. Therefore, in the process of ecological civilization education, colleges and universities should pay special attention to the cultivation of ecological emotions and the shaping of ecological beliefs. Love of nature and cherishing of resources should become the consensus of all members of society and a social virtue pursued by the public. Human beings are only a member of the big family of nature, and only through harmonious coexistence and mutual care with other members can we realize our own sustainable development and the pursuit of happiness.

"The unity of heaven and mankind" is a core concept in China's traditional culture, which profoundly reveals the close connection between human beings and nature. As a closely related, mutually beneficial and symbiotic organic whole, man and nature determine that the protection of nature and good treatment of nature is not only the responsibility but also the obligation of mankind. Ecological emotions arise from the

awakening of ecological conscience and the clear cognition of ecological moral responsibility. This sense of responsibility prompts people to pour more love and friendliness into nature. In the education of ecological civilization in colleges and universities, teachers should let students realize that natural resources are not free to obtain, nor can they be plundered and exploited at will. Nature is not exclusive to human beings, possession of nature is not the privilege of human beings, and sharing nature is a right common to all species. In the process of exploiting nature, human beings have the responsibility to take the maintenance of a clean and virtuous cycle of the environment as the starting point, and to take into account both long-term and current interests. Ecological civilization education in colleges and universities should also emphasize the responsibility of students to stop unethical behaviors that infringe on the rights of others or other living creatures to live, so that in the process of assuming ecological responsibility, students can strengthen their ecological emotions, shape their firm ecological beliefs, and truly love, respect and protect nature, so as to ultimately achieve a harmonious symbiosis between human beings and nature.

4 Guiding ecological behaviors and practicing ecological civilization

Putting forward action requirements is determined by the guiding characteristics of ecological civilization education. In the process of ecological civilization education, educators should put forward clear action requirements for the educated to guide ecological behavior and practice ecological civilization.

4.1 Vigorous promotion of ecological civilization should pay attention to clarity

At the 2023 National Conference on Ecological Environmental Protection, General Secretary Xi Jinping emphasized that the next five years will be crucial to building a beautiful China, and that it is necessary to deepen the implementation of the concept of ecological civilization of socialism with Chinese characteristics in the new era, always put the people at the center of everything, and resolutely set up and put into practice the viewpoint that "green water and green mountains are golden silver mountains," so as to accelerate the realization of The modernization process of harmonious coexistence between human beings and nature has been accelerated. Ecological civilization encompasses people's correct understand-

ing of the relationship between human beings and nature, positive attitude and corresponding lifestyle, which represents a new type of civilization development path aimed at promoting the harmonious coexistence of human beings and nature, and coexistence and co-prosperity. In higher education, educators should integrate ecological civilization education into all aspects of talent training, and clearly present the specific requirements of ecological civilization to the educated, with a view to ultimately realizing the strategic goal of ecological civilization construction.

4.2 Consumption under the ecological civilization education should pay attention to ecologicalization

Eco-consumption, as a green consumption mode, is not only good for health, but also beneficial to the social environment, and is an indispensable part of the construction of eco-civilization in colleges and universities. Its core lies in balancing human consumption needs and ecological balance, and it is a healthy and civilized consumption mode that pays attention to both material needs and spiritual enjoyment, and pursues the happiness brought by knowledge and wisdom. In the current global trend, green consumption has become the new trend of consumer life in developed countries. The government is actively guiding the market to transition in the green direction, and has put forward clear requirements for the ecological standards of products. Consumers are also paying more and more attention to environmental factors when purchasing products and are more inclined to choose products with environmental labels.

Eco-consumption opposes overconsumption and consumer behavior at the expense of the environment, advocates the integration of human consumption into the natural ecological balance system, and advocates choosing products that suit one's needs for physical and mental pleasure. In the construction of ecological civilization in colleges and universities, it is crucial to educate students to practice eco-consumption, including paying attention to saving water and electricity in daily life, paying attention to the recycling of "wastes"; not littering, putting harmful garbage into designated recycling locations; using environmentally friendly paper bags or bringing their own bags, and minimizing the use of environmentally harmful consumer goods. Consumer goods. This kind of education and guidance can not only cultivate students' awareness of environmental protection, but also promote the formation of green,

healthy and civilized consumption habits, contributing to the construction of an ecologically civilized campus.

4.3 Ecological civilization education should pay attention to environmental optimization

Campus environment, as an important material basis for ecological civilization education in colleges and universities, has the characteristics of coexistence of orientation and infectiousness, and symbiosis of permeability and intuition in the whole process of educating people. A beautiful campus environment can subconsciously stimulate students' awareness of environmental protection, prompting them to take action to protect and create a better environment. Under the guidance of the concept of "green campus", teachers encourage students to actively participate in the greening, beautification and purification of the school.

However, ecological civilization education in colleges and universities cannot be limited to classroom education and guidance, but must also focus on promoting through distinctive campus culture construction and practical activities. These activities should allow students to gradually form good ecological moral concepts and behavioral habits in their personal experience, thus realizing the unity of theoretical knowledge and practical action. As explained by educator Yang Xianjiang in his article "Moral Convictions of Youth", true moral values lie not only in inner cultivation, but also in embodiment and enhancement in practice. Therefore, through these practical activities, teachers can more effectively promote students to realize the unity of knowledge and action in ecological civilization.

4.4 Ecological civilization education should pay attention to stereoscopic

Practice has proved that in the ecological civilization education in colleges and universities, if there is a lack of cooperation between families and society, it will be difficult to form a good environment for off-campus ecological civilization education, which will seriously affect the quality and effect of ecological civilization education in schools. Therefore, the effective implementation and maximization of the effect of ecological civilization education is not the responsibility of the school alone, but requires the close collaboration and cooperation between society and family. This means that the ecological civilization education in colleges and universities needs to form a trinity pattern of society, school and family,

and jointly promote the formation of human education.

At the social level, it is vital to establish a complete ecological civilization evaluation system, which can widely publicize environmental protection knowledge and disclose environmental data through the mass media, so as to create a favourable atmosphere for the pursuit of ecological ethics in the whole society. Meanwhile, families play an indispensable role in ecological civilization education. Parents as the initial role models of children, their modeling effect is comprehensive and far-reaching. Therefore, parents should actively participate in the ecological civilization education and practice activities carried out by social organizations, and consciously abide by the ecological moral norms. In daily life, parents should guide their children to start from small steps, gradually cultivate ecological awareness, and develop good behavioral habits, so as to provide strong support for ecological civilization education in colleges and universities.

5 Conclusions

To sum up, domestic colleges and universities should keep abreast of the times, focus on ecological civilization education, pay attention to the comprehensive quality and comprehensive ability cultivation of students, help students establish ecological concepts, practice ecological civilization practice, and build a beautiful China.

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Research on the Influence of Media Convergence on the Acceptance Mechanism of Network Ideological and Political Education in Colleges and Universities

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Abstract: With the rapid development of the Internet and information technology, media convergence has become a trend, which brings new opportunities and new challenges for ideological and political education in colleges and universities. How to optimize the acceptance mechanism of network ideological and political education in colleges and universities by taking advantage of the trend and avoiding the harm is of great research significance. The article focuses on the components of network ideological and political education acceptance mechanism such as educators, recipients and acceptance content, analyzes the positive and negative impacts of media convergence, and on this basis, puts forward the construction strategy of network ideological and political education acceptance mechanism in colleges and universities in a targeted way to further improve the effectiveness of network ideological and political education.

Keywords: media convergence; ideological and political education; acceptance mechanism

Classification Number: G641

1 Positive influence of media convergence development on the acceptance mechanism of network ideological and political education in colleges and universities

1.1 Positive influence on educators

First, enrich the educational resources of educators. The traditional ideological and political education material source is narrow, generally only from the traditional media or educators' own experience, the amount of information is small, the update is slow, and the content is lagging behind. Under the background of media convergence, information resources from ancient and modern China and abroad can be effectively

integrated and disseminated, which greatly enriches the educational resources of educators, and then enriches the content of ideological and political education. Secondly, it improves the extensiveness of educators' ideological and political education. The conventional ways of ideological and political education for college students in China include ideological and political theory courses, cultural activities and social practice. In the implementation stage, these three modes require educators and recipients to realize physical coexistence in the dimensions of time and space. In the perspective of media convergence, the educational channels and teaching methods in the field of ideological and political education in colleges and universities have been diversified and deepened, showing universal characteristics. The field of education has been expanded and is no longer confined to the campus, and the social space around the campus and the cyberspace can be used as the ideological and political education positions in colleges and universities.

1.2 Positive influence on recipients

First, it improves the timeliness of the information received by the recipients. Under the background of media convergence development, recipients can learn about major current events at home and abroad in a timely and comprehensive manner through news apps, search engines, or QQ space and WeChat circle of friends and other channels, and get the latest educational information, which greatly shortens the distance to the outside world, breaks the time and space limitations of information dissemination, and improves the timeliness of the acceptance of information. Secondly, it improves the receiver's participation. Under the development trend of media convergence, information resources have realized free circulation, collaborative construction and sharing at the global level, and are no longer subject to the exclusive

control of power institutions. Individuals have diversified identities, not just as recipients of information, but also as creators and communicators of information. The interactive nature of the media convergence has prompted the ideological and political education to realize the transformation from to two-way or multi-way communication, which has subverted the phenomenon of passive indoctrination of the recipients in the traditional mode. This is conducive to enhancing the voice and participation of the recipients in the field of ideological and political education, and prompting them to change from passive learning to active learning.

1.3 Positive influence on acceptance content

First, it is conducive to the integration of ideological and political education content. media convergence breaks the disadvantages of the traditional media form of information dissemination channel limitation, content convergence and single form, educators can use various media platforms to realize the sharing and interactive use of information resources to create the advantage of resource integration. On the basis of algorithmic analysis, college students can be accurately profiled, combined with the actual life of students, to push the content they are interested in, to meet personalized needs, so that students can receive ideological political education anytime and anywhere. Second, it is conducive to improving the attractiveness of ideological and political education content. The traditional graphic-based news editing mode is easy to make the new media platform content materials show a single trend, the form is too stereotypical, and it is difficult to attract the attention of the audience and stimulate the interest in reading, which in turn affects the platform's communication effectiveness and influence. Under the trend of media convergence, diversified communication and presentation methods such as graphic, short video, live broadcasting, H5, etc., have emerged, which have improved the viewability and visibility of the content, and are more favored by young groups.

2 Negative influence of media convergence development on the acceptance mechanism of network ideological and political education in colleges and universities

2.1 Negative influence on educators

The discourse power of educators is facing significant challenges. In the traditional ideological and political educa-

tion system, educators are able to effectively filter the information that students are exposed to and hold the dominant power of discourse. However, the development of media convergence has profoundly changed the communication mode of ideological and political education in colleges and universities, shifting it from a single top-down transmission to a pluralistic and non-vertical one. This shift has given students greater autonomy: they no longer rely entirely on educators to obtain information, but are able to independently sift through cyberspace for information resources they consider valuable; they no longer passively accept the linguistic and symbolic system constructed by educators, but actively participate in the process of information dissemination. By mastering the power of network discourse, students are able to spread their own agreed values and lead personalized thought trends. This fundamental change in the way of information acquisition and dissemination has directly weakened the traditional role of educators' discourse in ideological and political education, posing a new challenge to their authoritative status and professional ability.

2.2 Negative influence on recipients

Due to its large volume of information and its diverse forms, the media convergence has made it more difficult for recipients to recognize the authenticity and quality of information. In the network environment, information is complicated, and in the face of such a huge amount of information, it is often difficult for recipients to effectively distinguish the authenticity and value of information, and they are easily misled by wrong and undesirable information, which may lead to the distortion of their values, the loss of moral consciousness, the weakening of their sense of personal responsibility and the decline of their sense of social justice. Under the trend of media convergence, recipients tend to obtain information through quick browsing, which is often fragmented and not conducive to in-depth thinking, thus limiting the development of their thinking ability.

2.3 Negative influence on acceptance content

Under the development trend of media convergence, network ideological and political education in colleges and universities is faced with complex content ecological challenges, and is subject to multiple erosion by external ideologies, foreign cultures and undesirable social trends. Specifically, certain developed countries, by virtue of their advantages in

media convergence technology, have subtly infiltrated the Western worldview and values in cyberspace, and impacted China's mainstream ideology by means of public opinion confrontation, topic speculation and intentional defamation. The openness of the melting media has brought in a large number of diversified cultures, including some negative factors that maliciously denigrate the socialist culture, which together interfere with the cultural environment of ideological and political education in colleges and universities, and increase the risk of ideological security.

3 Strategies for the construction of the acceptance mechanism of network ideological and political education in colleges and universities in the context of media convergence development

3.1 Improving theoretical literacy and ability literacy of educators

Under the background of media convergence, the difficulty of network ideological and political education in colleges and universities has increased, and educators should constantly improve their theoretical literacy and ability literacy. First, it is necessary to change the concept of education and enhance the awareness of media convergence. Educators should fundamentally change the subject position of their education, establish a student-centered education concept, pay attention to student needs, focus on student development, highlight the subjectivity of students, and then stimulate students to participate in ideological and political learning and activities of initiative and enthusiasm. Educators should also be fully aware of the important role of media convergence in ideological and political education, and should more actively and reasonably use the media convergence platform to innovate the methods and methods of ideological and political education. Secondly, it is necessary to deepen theoretical learning and strengthen media literacy. Educators can lay the theoretical foundation for ideological and political education by learning the latest theories of the Party, mastering the dynamics of national policies, and paying attention to social hotspots in real time.

3.2 Improving discrimination and thinking abilities of recipients

Under the background of media convergence, it is cru-

cial to strengthen the recipients' ability to recognize information and think critically. Colleges and universities should incorporate media literacy education into the ideological and political education program system and make it a compulsory course, so as to comprehensively improve recipients' media literacy. This education system should focus on cultivating the recipients' comprehensive abilities in information identification, evaluation, processing and utilization. The specific implementation path can be carried out in both theoretical and practical dimensions: on the theoretical level, the theoretical knowledge of media information production and dissemination is systematically taught, and recipients are guided to critically analyze and evaluate media information, enhance their information screening and processing abilities, and cultivate their sense of self-protection; on the practical level, practical courses on media convergence are designed to cover practical training in the areas of news content production, social media platform operation and planning, and network public opinion monitoring, so as to effectively improve the recipients' media literacy. At the practical level, the program designs media convergence practice courses covering news content production, social platform operation planning, network public opinion monitoring and other practical training to effectively improve the recipients' media theory literacy and practical skills.

3.3 Doing a good job in the management control and quality improvement of the acceptance contents

In view of the current situation of mixed network information and students' fragmented access to network ideological and political education content in the context of media convergence, ideological and political educators in universities should do a good job of managing and controlling the content of network ideological and political education and improving the quality of such content. In terms of management and control, they should improve the campus network management and operation mechanism, establish a clear network management responsibility system, and ensure the effective implementation of ideological work; they should set up and continuously optimize the campus network public opinion monitoring system, carry out real-time monitoring of sensitive topics, timely detect and warn potential public opinion risks, and carry out timely public opinion monitoring and positive guidance of the key issues involving national major policies,

social security, school image and students' interests. For key issues related to major national policies, social security, image of the university, interests of students, etc., it should carry out timely public opinion supervision and positive guidance, build a safe and stable network environment, and ensure the harmony and unity of ideological work and network environment. In terms of quality improvement, the scientific, contemporary, realistic, value and affinity of the content of network ideological and political education should be continuously enhanced, and a series of high-quality network cultural works with clear themes, rich connotations and vividness should be launched by means of live webcasts, videos, graphic texts and other ways that are popular with students, so as to attract the attention of the recipients and stimulate their acceptance motives.

3.4 Improving ideological and political education system on the media

Colleges and universities should establish and improve campus all-media positions, i.e., campus network + WeChat public platform + Weibo + Tik Tok and other campus all-media first-level positions, make full use of the new media carriers to release educational information, and expand the coverage of ideological and political education. It is necessary to establish and improve the mechanism of school media alliance, form the mode of "school-level media + second-level media of each unit", try to stimulate the vitality of the second-level faculties and departments of the university and the media matrix, and establish a team of campus teachers' correspondents and students' correspondents, so as to timely grasp and understand the dynamics of the teachers and students of colleges and universities.

Colleges and universities should strengthen the guidance, cultivation and supervision of students, fully explore the potential of media convergence, effectively integrate the implicit integration and explicit guidance functions of ideological and political education, and comprehensively promote the integration of network and offline, as well as the in-depth integration of traditional and new media. Through scientific top-level design, the effectiveness of media convergence construction and operation planning can be improved to provide macro-level support for the efficient implementation and execution of ideological and political education in the era of media convergence.

4 Conclusions

Under the background of media convergence, the acceptance mechanism of network ideological and political education in colleges and universities is characterized by increased breadth of education, accelerated timeliness of information acceptance, increased participation of recipients, rich educational resources, and diversified forms, which also brings challenges such as the discourse right of educators being challenged, recipients having difficulties in distinguishing good and bad information, and the content of ideological and political education being attacked by undesirable trends. In the face of these opportunities and challenges, colleges and universities should make use of their strengths and avoid their weaknesses, and take a series of measures to improve the theoretical literacy and competence of educators, improve the discriminative power and thinking power of recipients, and do a good job in managing and controlling the accepted contents and improving the quality, so as to optimize the acceptance mechanism in a comprehensive way and to improve the acceptance effect of ideological and political education on the network of colleges and universities.

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Exploration of the Growth Paths for Young Teachers in Vocational Education

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Abstract: The quality of young teachers has a direct impact on the quality of vocational education, and it is also an important foundation for teachers' own professional development. The growth and development of young teachers in vocational education is of great significance to the cultivation of talents and the development of education in China. This study firstly describes the growth paths of young teachers in vocational education, and then puts forward several suggestions for optimizing the growth paths of young teachers in vocational education from the levels of schools and individual teachers. It aims to further clarify the importance of the growth of young teachers through this study and provide assistance for the sustainable development of vocational education.

Keywords: vocational education; young teacher; growth path

Classification Number: G715.1

In today's world of economic globalization and rapid scientific and technological development, vocational education has become a major force in promoting social and economic development, improving national quality and promoting employment. Vocational education is an important part of China's education system, and its main purpose is to cultivate talents with strong hands-on ability and professional and technical ability to meet the diversified requirements of society for talents. In this context, as the backbone of vocational education teachers, young teachers shoulder the important responsibilities of knowledge transmission, skill cultivation and personality shaping. It is worth noting that young teachers have also encountered many problems in practice, which are directly related to their teaching quality and professional development. How to find a development path for young teachers suitable for vocational education under the new situation is an urgent problem for vocational education at present, which affects both the individual career development of young teachers and

the stability and development of the whole vocational education system.

1 Analysis of the growth paths for young teachers in vocational education

1.1 Onboarding training and mentorship system

Onboarding training is the first step for young teachers to enter vocational education, which can enable them to adapt to the new educational environment as soon as possible, understand new educational concepts and master new teaching techniques. In order to meet the needs of education and teaching, schools should develop a complete and systematic system of onboarding training, including educational psychology, teaching methods, curriculum design and evaluation, professional ethics and laws and regulations. At the same time, according to the characteristics of vocational education, practical sessions such as hands-on operation and enterprise awareness should be added, so that young teachers can lay a good foundation for subsequent teaching work while linking theory with practice. The mentor system plays a pivotal role in the career of young teachers. New young teachers should have a senior teacher as a mentor, one-on-one or group guidance. The mentor should not only give targeted guidance on teaching skills, lesson planning and student management, but also give certain guidance on career planning, psychological adjustment and teamwork. In the process of conducting teaching observations, seminars on lesson plans and teaching reflections, the mentoring system can enable young teachers to grow rapidly and solve practical problems in the teaching process.

1.2 Teaching observation and seminar activities

Teaching observation is an effective way to improve the teaching ability of young teachers. By carrying out open classes, demonstration classes, teaching competitions and oth-

er forms, young teachers can take the initiative to participate in teaching observation and learn from outstanding teachers. At the same time, through the feedback after the teaching observation, the young teachers can exchange their own experience and insights, and then continue to reflect on and improve their own teaching practice. Seminars provide a platform for young teachers to exchange teaching and ideas. By organizing teaching seminars and teaching salons, experts and scholars from inside and outside the university are invited to discuss current hot issues in the field of vocational education. By participating in various activities, young teachers can not only broaden their professional horizons, but also grasp the latest developments in current vocational education, and gain more inspiration and inspirations from exchanges with their peers.

1.3 School-enterprise cooperation and industry-education integration

School-enterprise cooperation and industry-education integration are important means for young teachers in vocational education to improve their practical abilities. Schools should take the initiative to carry out school-enterprise cooperation with enterprises, develop teaching resources, build internship bases and carry out joint training programs. By participating in such activities, young teachers will be able to better understand the actual needs of enterprises and apply the theories they have learned to practical work, thus improving their ability to solve practical problems. At the same time, young teachers should be encouraged to take up positions in enterprises, participate in enterprise technology research and product design and other work. In this kind of practical work, young teachers can not only strengthen their knowledge and understanding of enterprises, but also introduce the advanced technology and management ideas of enterprises into the classroom, so as to make the teaching content more fulfilling and improve the quality of teaching.

1.4 Academic exchange and training

Academic exchanges and training provide a good platform for young teachers to open up their academic horizons and improve their professionalism. Schools should encourage young teachers to participate in academic conferences, academic seminars and workshops at home and abroad, providing them with opportunities to engage in academic exchanges with peers and explore cutting-edge academic issues. At the same time, through joint schooling with famous universities

and research institutes at home and abroad, young teachers are provided with opportunities to visit and study, so that they can better understand and absorb advanced educational ideas and educational methods at home and abroad. At the same time, young teachers should be encouraged to actively participate in research projects and the necessary funds and resources should be guaranteed for their development. In the process of participating in research projects, young teachers can not only exercise their research ability and improve their academic quality, but also transform their research results into teaching resources, enrich classroom teaching content and improve teaching quality.

1.5 Combination of personal development and team building

The growth path of young teachers in vocational education cannot be separated from personal development and team building. Schools should pay attention to the individual development needs of young teachers and give targeted guidance and assistance in career planning. On this basis, the establishment of a good teaching team to promote the collaboration and exchange of young teachers. In terms of individual development, a "Young Teachers' Growth Fund" can be set up to provide financial support to young teachers for academic research, teaching innovation and skill enhancement. At the same time, career development files can also be established to record their growth and performance and serve as a reference for promotion, rewards and punishments. In terms of team building, schools can strengthen teachers' cohesion and sense of belonging to the school through outdoor development, teaching seminars and cultural exchanges. Schools can also build a mutual evaluation system for teachers to promote mutual learning and evaluation between teachers and students, creating a good environment for collaboration and growth. On this basis, the school can build a team of teachers full of space for personality development and teamwork atmosphere, providing a strong guarantee for the development of young teachers.

2 Optimization suggestions for the growth paths of young teachers in vocational education

2.1 School level

2.1.1 Building diversified platforms

In order to enable young teachers to have better devel-

opment, it is necessary to establish diversified development platforms to accommodate the development needs of teachers at different levels. By building a network teaching platform, excellent teaching resources at home and abroad, such as professional courses, teaching cases and academic papers, are integrated to meet the self-study needs of young teachers. Experts and scholars in the industry are regularly invited to give lectures, so that young teachers can understand the most advanced international academic information and industrial trends. Schools should take the initiative to cooperate with enterprises to create off-campus training bases so that young teachers can have more practice opportunities. By participating in the practical activities of enterprises, young teachers can organically link the theories they have learned with practical work and improve their ability to solve practical problems. At the same time, young teachers should also be encouraged to participate in more social services, provide technical consulting services, broaden their horizons, and enhance and fulfill their social responsibilities. Schools can set up special funds to subsidize young teachers to carry out subject research. Through research projects, young teachers can not only exercise their scientific research ability, but also improve their academic level, and turn the research results into practical teaching resources to enrich the teaching content.

2.1.2 Optimizing team building and collaborative atmosphere

The establishment of a good teaching team and the creation of a favorable atmosphere of cooperation are the keys to promoting the development of young teachers. Schools can implement a mentor system for young teachers, whereby each young teacher is assigned a senior teacher as a mentor. The mentor guides and assists the young teachers in teaching, research and other aspects so that they can grow rapidly. At the same time, the mentor system can also promote communication and collaboration among young teachers and create a favorable academic environment. Schools can regularly organize teaching seminars such as open classes, demonstration classes and teaching seminars. In this way, young teachers can learn from each other, exchange teaching experience and improve teaching quality. At the same time, teaching seminars can also promote cooperation and sharing of resources among teachers, forming a good teamwork atmosphere. Young

teachers are encouraged to establish interdisciplinary and inter-disciplinary teaching teams to carry out subject research. Through group collaboration, young teachers can make full use of their expertise to achieve the purpose of resource sharing and complementary advantages. At the same time, group collaboration can also improve the cohesion and sense of belonging of young teachers and stimulate their enthusiasm and creativity. Schools should pay attention to create an open, inclusive campus cultural environment, encourage young teachers to carry out experiments in new educational methods, methods, boldly put forward their own ideas and insights. On this basis, attention should also be paid to fully respect the personality and differences of young teachers, to create a relaxed working atmosphere and growth space for them to fully mobilize their sense of innovation and creativity.

2.2 Teachers' personal level

2.2.1 Strengthening self-learning awareness and capacity

Young teachers should be clear about the direction of their career development, with both immediate and long-term goals. The development goals should be closely related to the interests of young teachers, their professional backgrounds and the direction of school development, so as to mobilize the teachers' own learning and growth motivation and continuously promote their development. Young teachers should be oriented to career development and formulate detailed learning plans, including specific learning contents, time and assessment methods. In order to ensure that the learning plan is practical and feasible, so that the young teachers' professional knowledge, teaching skills and scientific research capabilities are constantly improved. In the era of information explosion, young teachers must learn how to effectively acquire, filter and apply new knowledge. By taking online courses, reading specialized books and journals, and participating in academic forums, they can continuously improve their self-learning ability. Young teachers must regularly engage in self-reflection, summarize what they have learned and what is lacking, and adjust their learning strategies and methods in a timely manner. Young teachers can promote in-depth self-reflection and improve their abilities by writing teaching journals and participating in peer reviews.

2.2.2 Participating in practice and research projects actively

Young teachers should take the initiative to undertake

more teaching work when conditions permit, especially in practical courses. In the teaching practice, they not only exercise their teaching skills, but also improve their classroom organization and management ability, and can also promote their professional knowledge level. Young teachers should take advantage of school-enterprise cooperation opportunities to participate in enterprise production practice, technical services and scientific research activities. This can not only improve the business level, but also strengthen the relationship with enterprises, laying a solid foundation for future career development. Young teachers can voluntarily participate or form teams to participate in the declaration, implementation and output of the school's scientific research projects. In the process of conducting group cooperation, they can not only learn the methods of scientific research, but also improve their own scientific research level and broaden their academic horizons. Young teachers should pay attention to writing research results into academic papers, patents or technical reports, and actively publish papers in national and international academic journals and conferences. This is not only a way to improve personal academic influence, but also a way to test and improve the level of scientific research.

2.2.3 Adhering to the principle of continuous learning

With the rapid development of science and technology, the scope of vocational education is also changing. Young teachers should always be keen and inquisitive about new technologies and take the initiative to apply them to their teaching and research. By attending international conferences, studying abroad and participating in international cooperation programs, they can broaden their horizons and recognize the world's advanced development trends in vocational education. This is of great significance to improve the international quality and competitive ability of young teachers. Young teachers should make learning and growth a habit of life rather than a stage task, and they should continuously maintain the desire for knowledge, improve their abilities, and always maintain their professional vitality and creativity in continuous learning. Young teachers should take the initiative to seek the opinions of colleagues, students, and experts in the field, recognize and understand their own shortcomings, and adjust their teaching strategies, research directions, and personal development plans in a timely manner, so as to continuously improve and grow.

3 Conclusions

In summary, vocational education is an important way to cultivate high-quality skilled personnel for the society, and young teachers belong to the faculty strength that cannot be ignored in vocational institutions. At present, the growth path of young teachers in vocational education mainly includes induction training and mentor system, teaching observation and seminar activities, school-enterprise cooperation and integration of industry and education, academic exchanges and training, personal development and team building. To optimize the growth path of young teachers in vocational education, schools should pay attention to building diversified platforms, optimizing team building and collaborative atmosphere, and providing learning platforms and environments for young teachers. Young teachers themselves should pay attention to strengthening self-learning awareness and ability, actively participate in practice and research projects, and adhere to the principle of continuous learning.

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