

Exploring the Innovative Practice of Ideological and Political Education for Environmental Majors in Colleges and Universities in the New Era

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Abstract: The innovative practice of ideological and political education (hereinafter referred to as IPE) for environmental majors (hereinafter referred to as EM) in colleges and universities (hereinafter referred to as CU) has become an important subject. A new generation of talents who possess solid political and ideological literacy and exceptional environmental professional skills has to be developed in light of society's ongoing evolution and the growing importance of environmental challenges. To foster students' creative thinking, sense of social responsibility, and environmental awareness, this paper explores the effective integration of IPE with the education of EM. Teaching innovation aims to support students in developing strong ideological beliefs and independent innovation skills against the complicated backdrop of today's world, in addition to imparting knowledge, which will support the environmental field's sustainable development.

Keywords: New Era; Environmental Majors in Colleges and Universities; Ideological and Political Education

Introduction

We need to analyze educational practices, explore innovative teaching methods, advocate the integration of theory with practice, and provide valuable insights for the future development of IPE for EM. This exploration is expected to provide new concepts and practical paths for IPE in EM in this rapidly changing times.

1. The necessity of IPE innovation for EM

CU must innovate their IPE for EM. Due to the constantly changing society and increasingly pressing environmental issues, the development of more creative and socially conscious professionals is imperative.

Fostering students' ideological and political awareness involves more than just teaching them new knowledge, it also involves using creative teaching strategies to help them comprehend society's diversity and complexity. IPE should be incorporated into the EM disciplinary system by introducing interdisciplinary educational elements. This can help develop students' comprehensive qualities and make them more adaptive when dealing with challenging environmental issues. However, solving environmental issues calls for innovative ideas and approaches. It can be difficult to motivate students' initiative and creativity since traditional IPE tends to focus on indoctrination. Hence, in order to prepare students for future challenges in the environmental field, it is essential to encourage their independent and active learning through innovative education models, foster their creative thinking about environmental issues, and develop their problem-solving skills. Also, environmental problems in the modern day have gone beyond the academic disciplines, rather, they are the center of attention for the entire society and even the whole world. An important objective of IPE innovation is to cultivate students with the right view on life and values, enabling them to play a more positive role in EM. Students are guided to develop a feeling of social responsibility and a correct understanding of their role in society through the implementation of diversified educational activities, which can better equip them to carry out their social responsibilities in their future careers and personal lives^[1].

2. Existing problems of IPE for EM

2.1 Insufficient innovation in the education system

The indoctrination-focused nature of traditional education makes it less pertinent and flexible. Given the complexity and diversity of today's environmental issues, it is necessary to integrate IPE with practical professional knowledge more thoroughly to develop students' overall quality. However, the conventional educational paradigm still governs most IPE provided in CU today, which makes it challenging to satisfy the growing demand from society for environmental professionals.

2.2 Outdated education contents

Despite the growing prominence of environmental challenges, the IPE theoretical framework from some CU is still somewhat outdated and hasn't been updated timely. To comprehend and handle the complex social environment, students need to be given more detailed, practical instances and questions. However, the current education content fails to include the most recent developments in EM, which causes students to become disconnected from theory to practical applications.

2.3 The monotony of educational methods

In the highly practical EM, traditional classroom lectures and textbook teaching cannot meet students' needs. It is also challenging to encourage their enthusiasm and initiative in learning. Students struggle to develop an in-depth understanding and profound cognition in IPE since there aren't enough varied and innovative teaching methods^[2].

3. Paths to IPE innovation for EM

3.1 Penetration of topical issues

The IPE teaching content system for EM should be more flexible and can be adjusted at any time to adapt to changes in current affairs. Topical issues should be included in the curriculum design and integrated into the relevant teaching modules. For instance, professional knowledge can be integrated with topical issues, such as international environmental cooperation and policy adjustments, to help students learn about professional knowledge while also understanding and considering current events. Alternatively, topical issues can be included in practical teaching, enabling students to learn more about current affairs through research, field trips and other activities. This develops their practical problem-solving skills in addition to helping them better grasp current affairs. For example, when environmental problems emerge, students can be arranged to carry out field investigations to comprehend the underlying causes and potential solutions. This will encourage their participation in tackling social concerns and in-depth reflection on the problems in society. In order to provide students with more thorough and in-depth learning materials, we can also incorporate a variety of current affairs-related teaching resources, such as news reports, special lectures, academic papers, etc. To help students grasp issues from various perspectives and develop their ability to gather knowledge proactively, teachers might select or create multimedia teaching materials about current events. This kind of resource integration may spark students' interest in the subject and encourage them to actively observe and consider contemporary topical trends. Finally, we should focus on enhancing students' capacity for information gathering and interpretation in the study of current affairs. CU that offers IPE for EM should concentrate on developing students' information literacy, which includes the teaching of how to distinguish, filter, analyze, and assess current events, as well as enhancing comprehension and application of current events through information literacy training and information searches.

3.2 Create an IPE platform

The creation of an IPE platform is a crucial link in the path to IPE innovation for EM. This platform should not only offer students a thorough and in-depth IPE but also encourage them to integrate theoretical knowledge with practical problems, thereby developing their ability for innovation, practical skills and sense of social responsibility.

Creating an all-around online platform in the digital age is a crucial step towards advancing IPE at CU. A variety of learning resources, including e-books, online courses, and thematic lectures, can be integrated into this platform. The needs of the students for various learning styles might also be satisfied by these resources. Students can better organize their learning time and increase learning efficacy using online learning. Meanwhile, the development of the Internet has made it possible for students to be learning constantly as they can now access the most recent political and ideological materials from anywhere at any time. Interdisciplinary platforms can also support the integration of other disciplines, giving students a comprehensive understanding of environmental issues. This is primarily achieved by inviting experts from a variety of disciplines, including economics, sociology, and political science, to teach courses and provide interdisciplinary analyses of environmental concerns. IPE should combine theoretical knowledge with practical applications through platforms that allow for practical education, such as arranging for students to take part in community environmental protection activities to help them comprehend real environmental issues and come up with solutions. It is worth noting that IPE for EM should foster students' research skills in addition to merely teaching theory. Thus, building academic research platforms is crucial for motivating students to engage in empirical research and scientific research projects. This includes setting up laboratories for environmental and social impact assessments, research centers on environmental policy, and other establishments that offer venues and assistance to students carrying out research^[3].

3.3 Use red resources in IPE

The integration of red resources with IPE is a crucial task that fosters students' profound comprehension of the history of the Party, the country and the military. It also serves as a crucial link in the development of social responsibility and patriotism.

Firstly, we can ignite students' interest in red culture by providing them with offline experiences, organizing field trips to red revolution-

ary sites and museums, and carrying out thematic education and practical activities that contribute to their understanding of the Party's glorious past and difficult struggle, and experience the unique charms of red culture in person. Students' patriotism can be sparked by this kind of firsthand experience, which can also help them better comprehend the magnificent history of the Party and enable them to integrate abstract political and ideological theories with specific historical scenes. Secondly, it is critical to arrange for students to take part in red environmental protection-themed activities, like volunteering for environmental protection and tree planting, according to their professional characteristics. Students can better comprehend the importance of environmental protection to the nation and society, develop a sense of social responsibility and realize the integration of the red spirit and EM through participation. Also, relevant party history documents relating to environmental preservation might be chosen for in-depth analysis and research as part of IPE for EM. Students can be guided to comprehend the position and role of environmental protection in the glorious history of the party, for instance, by studying the development of the party's environmental protection policies and significant instructions from relevant leaders. Finally, some red cultural elements can be cleverly integrated into the teaching content of the environmental courses, for example, by quoting Mao Zedong's discourse on the construction of ecological civilization in the environmental management courses, students can be guided to consider the connection between environmental issues and social development. They can be exposed to the red culture in their study more naturally when textbooks incorporate the spirit of party history, thus deepening their IPE.

Conclusion

Thanks to the IPE innovation for EM, more heuristic and inclusive teaching approaches have been implemented at CU for EM, allowing students to better comprehend society and take care of the environment. In addition to developing students' professional knowledge in the environmental field, emphasis should be placed on IPE penetration to allow professional expertise to blend with social responsibility. We hope this practice will guide students to become responsible and patriotic pillars of society, in addition to cultivating professionals with an innovative spirit and environmental awareness.

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