

Research on the Problems and Countermeasures of Ideological and Political Education Management in Schools in the Network Era

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Abstract: Under the background of the network era, ideological and political education management in schools is faced with problems such as lack of understanding of ideological and political education management, backward education content and improvement of teachers' professional quality and ability. This paper studies the main problems existing in the management of ideological and political education in schools in the network era, and puts forward the corresponding countermeasures such as strengthening the understanding of ideological and political education management, enriching the educational content and improving teachers' professional quality and ability. In order to improve the effectiveness of ideological and political education and ensure that students can grow up healthily in the network environment.

Keywords: Internet age; School; Ideological and political education management work; Problem

Introduction

With the rapid development of information technology and the wide application of the Internet, the Internet era brings new development opportunities and challenges for ideological and political education in schools. Students' ideas and behavior patterns are more diversified, and the traditional ideological and political education methods and contents have been difficult to meet the current educational needs. Therefore, it is of great significance to discuss the problems and countermeasures of ideological and political education management in schools in the network era for improving the quality of ideological and political education and promoting the comprehensive and healthy development of students.

1. Overview of the ideological and political education management in schools in the Internet era

The rapid development of network technology greatly enriches the content and form of ideological and political education, and also improves the interactivity and coverage of education, but it also brings problems such as diversification of values and information security. Therefore, the school ideological and political education management must adopt innovative management strategies and means to ensure the correct guidance and effective implementation of ideological and political education. The management of ideological and political education in schools in the Internet era needs to strengthen the leading role of ideology and ensure the positive guidance of cyberspace. This requires schools to establish and improve the review mechanism of the content of online ideological and political education, strengthen the supervision of ideological and political education resources on the network platform, and ensure that the content released is healthy, upward, scientific and accurate.

2. The problem of ideological and political education management in schools in the Internet era

2.1 Lack of understanding of ideological and political education management

The lack of understanding is reflected in the underestimated importance of ideological and political education in the Internet age. Some schools and teachers still follow the traditional ways and content of ideological and political education, and are not fully aware of the profound impact of the network environment on students' ideological and political attitude and behavior patterns, and fail to timely adjust and optimize educational strategies to adapt to this change. In the rapidly developing network information environment, if the network resources can not be effectively used for ideological and political education, it may miss the opportunity of ideological and political communication with students, and even expose students to the wrong values and information, which will affect their healthy growth. The lack of understanding is also reflected in the exploration of ways and ways of ideological and political education in the network era. Due to the lack of in-depth understanding of the characteristics of the Internet era and the lack of ability to apply new media tools, some schools have limitations in the

selection of ideological and political education content, the use of communication channels and the innovation of educational forms, making it difficult to give full play to the positive role of network platforms in ideological and political education. In this case, it is difficult for school ideological and political education to attract students' interest and participation, which leads to a great reduction in the educational effect. Lack of understanding also leads to the neglect of the dynamic monitoring and guidance of students' thoughts in the network era. In the network environment, students' ideological and political attitudes are more diversified and hidden, which requires the school to take a more active and flexible way to track and guide them. However, due to the lack of understanding of the characteristics of ideological and political education in the Internet era, some schools have failed to effectively establish the ideological and political education and management system of students adapted to the network environment, and it is difficult to find and solve the ideological and political problems of students in time.

2.2 The content of ideological and political education management is backward

The content of ideological and political education fails to fully cover the latest developments of network culture and information technology. With the rapid popularization of the Internet and new media technologies, students' life and learning styles have undergone profound changes, and students have shown a strong interest in network culture, information technology and related social issues. However, the ideological and political education content of some schools still stays in the traditional themes and ways, and fails to effectively integrate these emerging elements and topics, resulting in the education content and the actual life of students, and it is difficult to arouse the resonance and participation of students. Ideological and political education lacks innovation and pertinacity in its content. In the network environment, the ideological and political problems faced by students are more complex and diverse, which requires ideological and political education to provide more rich, in-depth and targeted content. However, the ideological and political education content in some schools still adopts a one-size-fits-all approach, and lacks specific analysis and targeted guidance for different student groups and different social phenomena, which cannot effectively solve the practical problems encountered by students in the network environment. There are deficiencies in ideological and political education management in the content update mechanism. Facing the rapidly changing Internet era, the content of ideological and political education needs to be constantly updated to adapt to new situations and new problems. However, due to the lack of effective content update mechanism, the ideological and political education content update of some schools lags behind, which cannot timely reflect the changes of The Times and social progress, and affects the timeliness and foresight of educational content.

3. Countermeasures of ideological and political education management in schools in the network era

3.1 Strengthen the understanding of ideological and political education and management work

First of all, it is necessary to improve the awareness of all teachers and managers on the importance of ideological and political education in the Internet era. Through the organization of special lectures, seminars and other forms, the development trend of network technology, the characteristics of network culture and the ideological trends of teenagers in the network environment are systematically introduced, so as to enhance teachers' awareness of the network era and make them clear the necessity and urgency of carrying out ideological and political education in the network environment. Secondly, schools should incorporate the management of ideological and political education into the important content of school development planning and daily management, so as to ensure that ideological and political education occupies a core position in school education activities. This requires the school to formulate a scientific ideological and political education work plan, clear work objectives and tasks, and also requires the school to provide sufficient resources to support the ideological and political education, including funds, personnel and technology, to ensure the smooth development of the ideological and political education work. Finally, actively explore the new mode and the new way of ideological and political education in the network era. Encourage and support teachers to use the network platform to carry out innovative ideological and political education practice, such as developing online ideological and political courses, using social media to conduct ideological and political education, and carrying out network cultural construction activities, so as to adapt to students' learning habits and psychological characteristics, and improve the attraction and appeal of ideological and political education.

3.2 Enrich the contents of ideological and political education and management

On the one hand, schools should actively integrate network resources, and make use of digital platforms and new media tools to develop ideological and political education resources closely related to students' life. For example, the production of short videos and micro-lessons on network culture, network security, information literacy and other topics, as well as the use of social media to carry out online interactive discussions, to make the content of ideological and political education is both interesting and educational, and easy for students to accept. On the other hand, the content of ideological and political education should cover the current social hot issues and students' concerns. By setting up relevant theme lectures and seminars, we invite experts, scholars or experienced personnel to teach in the school, share personal insights and experiences, and help students to form correct values and world outlook. At the same time, schools can also organize students to participate in

social practice activities, such as volunteer service, community research, etc., to deepen the connotation of ideological and political education with practical actions, and enhance students' sense of social responsibility and practical ability. In addition, according to the characteristics of the network era, the content of ideological and political education management also needs to emphasize the cultivation of students' network literacy and critical thinking. This requires teaching students how to use network resources safely and reasonably, and guiding students to learn to distinguish the authenticity of network information, critically view the network phenomenon, and cultivate students' ability to think independently and solve problems. In addition, schools should establish a mechanism for continuous update to regularly evaluate and revise the content of ideological and political education to ensure that they keep pace with The Times and reflect new situations and new problems. Through the regular organization of teacher-student seminars, questionnaire survey and other forms to collect feedback, timely adjustment of educational strategies and content, in order to achieve the best educational effect.

4. Conclusion

The Internet era requires the continuous innovation and improvement of ideological and political education management in schools. By strengthening the understanding of educational management, enriching the educational content and improving the quality and ability of teachers, schools can more effectively respond to the challenges of ideological and political education in the Internet era, guide students to establish correct network concepts, and cultivate sound personality and noble moral sentiment.

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