

Research on the ideological and educational work of young teachers in colleges and universities in China's New Era

Yijing Nian and Bingyu Wang *

Department of Personnel, Central University of Finance and Economics, No.39 South College Road, Haidian District, Beijing, China.

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Abstract

Teachers' ideological education is an important content of ideological and political work in colleges and universities, which is the premise and key to running a good socialist university with Chinese characteristics. Among them, young teachers, as the force of the educational cause, are the key concern of the ideological education of college teachers. Entering the new era, the ideological education of teachers in colleges and universities is facing new situations and new tasks, and there are still some problems in the educational concept, institutional mechanism, methods and methods, etc. Therefore, colleges and universities can optimize the working mechanism of ideological education, strengthen the value leadership of ideological education, optimize the service platform and other paths to continuously improve the ideological and political quality of teachers, and then provide strong support for the cultivation of new talents to take on the responsibility for the rejuvenation of the nation.

Keywords: Universities; College young teachers; Ideological education; Path

1. Introduction

1.1. Definition, Characteristics and Responsibilities of the Young Teachers' Community in Universities

1.1.1. Definition

The report of the 20th Party Congress points out that "education, science and technology, and talents are the basic and strategic support for the comprehensive construction of a socialist modernized country." Colleges and universities, as an important combination of science and technology as the first productive force, talent as the first resource, and innovation as the first driving force, are an important force to help accelerate the formation of new quality productivity. At present, the proportion of teachers under the age of 45 in China's colleges and universities exceeds 60%, which has become the backbone of the future development of higher education[1]. Generally speaking, young teachers in colleges and universities refer to the group of full-time teachers who are less than 40 years old, have the qualification of higher education teachers and are engaged in teaching and research work. In the context of accelerating Chinese-style modernization and building world-class universities with Chinese characteristics, young teachers in colleges and universities have become an important part of the university faculty, and have gradually become an important force and intellectual support for promoting the connotative development of higher education.

1.1.2. Characteristics

Generally speaking, young teachers in colleges and universities have the following qualities, which make them an indispensable force in the college and university teaching teams. First, age and energy advantage. Relatively full of body

* Corresponding author: Bingyu Wang

and energy, they can better cope with the pressure of teaching, scientific research and other work and life, and adapt to the high-intensity work rhythm. With a relatively small age gap between them and the students, it is easier for them to understand the ideas and needs of the students, establish a more harmonious teacher-student relationship with the students, and better guide and educate the students. Second, high education and rich professional knowledge. They generally have high academic qualifications, have received systematic professional education and academic training, have a solid foundation of professional knowledge, and can stand at the forefront of their disciplines, providing strong knowledge support for teaching and scientific research. Thirdly, they have a strong sense of innovation. Active thinking, more likely to accept new things and new ideas, more daring to try new methods, technologies and ideas in teaching and scientific research, put forward innovative ideas and thoughts, and inject new vitality into the educational and teaching reform and academic research of universities. Fourth, strong demand for career development: at the early stage of their career, they have high expectations and strong pursuit for their career development, and they are eager to make outstanding achievements in teaching and scientific research, get promotion opportunities and realize their career value. Fifth, facing greater pressure. Facing many problems such as heavy teaching tasks, high pressure on scientific research, fierce competition in title evaluation, relatively low economic income, and high pressure on life, they need to try to find a balance between work and life.

1.1.3. Responsibilities

Young teachers play the following roles in colleges and universities: firstly, they are one of the main forces in the teaching line of colleges and universities, undertaking a large number, of course, teaching tasks, being able to use novel teaching methods and means to stimulate students' interest in learning, improve the quality of teaching, teach students professional knowledge and skills, and cultivate students' comprehensive quality. Secondly, they have strong scientific research and innovation ability and potential, and are an important part of the university research team, able to actively participate in scientific research projects, carry out cutting-edge research work, and contribute to the promotion of the development of the discipline and the improvement of the university's scientific research level. Thirdly, young teachers are the reserve force of discipline construction, and based on inheriting and developing the tradition of the discipline, they can bring new research directions and perspectives, and promote the cross-fertilization and innovative development of the discipline. Fourthly, young teachers are the promoters of campus culture construction, they are full of vigor and vitality, actively participate in campus cultural activities, inject new vitality into campus culture, and create a positive and innovative campus cultural atmosphere. Fifthly, young teachers play an important role as a bridge and link between schools and students, and they can provide timely feedback on students' opinions and suggestions, help schools better understand students' needs and improve teaching and management, and at the same time, they can also effectively convey the school's educational concepts and requirements to students.

In short, young teachers are indispensable to the task of moral education in colleges and universities, and are the closest to students. As a key place to carry out ideological and political education, colleges and universities should comprehensively enhance the strength of publicity and education work, carry out universal mass publicity in the whole school, raise the awareness of teachers and students of the importance of ideological education, especially for the key groups of people, such as young teachers, to carry out the precise guidance and attention to the ideological education, to give full play to their pioneering role as role models, and to enhance their conscientiousness towards the ideological and political education.

1.2. The necessity of ideological education work of young teachers in colleges and universities

1.2.1. The necessity of ideological education work

Ideological and political quality is the basic attitude and starting point for young teachers to recognize, analyze and deal with social problems. As the main body of teaching and educating people, it is very important to strengthen teachers' education in ideals and beliefs and ideological and political quality. The Opinions on Strengthening and Improving the Ideological and Political Work of Colleges and Universities under New Circumstances issued in February 2017 pointed out that the strengthening and improvement of the ideological and political work of colleges and universities has a bearing on the fundamental issue of what kind of university to run and how to run it, and has a bearing on the successor of the cause of socialism with Chinese characteristics. The document specifies the special importance and practical urgency of strengthening and improving the ideological and political work of colleges and universities, and clarifies the guiding ideology, basic principles and practical requirements for strengthening and improving the ideological and political work of colleges and universities[2]. With the development of the times and the progress of society, the education concept and education mode are constantly updated, which requires college teachers to have the ideological concept and innovative spirit to adapt to the requirements of the development of education in the new era. Ideological education work can guide teachers to pay attention to the dynamics of educational reform, update the concept of education, actively explore new teaching methods and means, promote the in-depth development of educational and

teaching reform, and improve the level of education and teaching and comprehensive competitiveness of colleges and universities.

1.2.2. The necessity of ideological education for young teachers in colleges and universities

Teachers are not only knowledge disseminators, but also leaders of mainstream ideology. Correct political thinking and firm beliefs are the primary conditions for engaging in the teaching profession, which is related to the ultimate realization of talent training goals. Colleges and universities are the key places to carry out ideological education, and college teachers, as the backbone of China's intellectuals, are the main implementers of cultivating high-quality and innovative social talents. Teachers are the mirror of students' moral cultivation. As one of the main forces of education and teaching, young teachers in colleges and universities, their values, concepts and professional ethics are directly related to whether they can cultivate students with a correct world outlook, outlook on life, values, and the flourishing development of education and the construction of socialist spiritual civilization. Only by strengthening the ideological and educational work of young teachers, and running ideological and political education through the whole process of education and teaching, can students be guided to set up lofty ideals and lofty beliefs. Young teachers in colleges and universities, as the new force of educational reform, strengthening the ideological education of young teachers in colleges and universities is crucial to promoting the modernization of national education and building a strong educational country.

2. The current situation and dilemma of ideological education work of young teachers in colleges and universities

2.1. The current situation of ideological education leading mechanism for young teachers in colleges and universities

2.1.1. The theme and content of ideological education are gradually enriched.

In addition to the traditional political theory education, it also covers a variety of contents such as teacher ethics education, professional ethics, career development and self-improvement, culture and values inheritance, social service responsibilities, etc., in which the core theme of the Division of Teacher Ethics Education centers around how to become a teacher with a good work ethic and dedication to students. Like the School of Management of Liaoning University of International Business and Economics, it insists on the normalization of political theory study, carries out education on school history and school information, etc., and guides the young teachers to build their bodies with virtue, establish their studies with virtue, and teach with virtue.

2.1.2. Means and methods of ideological education are becoming more and more diversified

Practical activities: through social practice, volunteer service and other activities, young teachers' sense of social responsibility and mission are enhanced. For example, the School of Management of Liaoning University of International Business and Economics organizes young teachers to go to patriotic education bases and key enterprises to carry out social practice activities.

Focused training and seminars: various kinds of lectures and training courses are held to organize young teachers to focus on the study of Party theories, guidelines and policies; seminars on teaching concepts are conducted to guide young teachers to establish correct educational values in the light of current educational hotspots and the objectives of talent cultivation in colleges and universities. For example, Yangzhou University organized a training course on "patriotism, love for the university, struggle and dedication" for outstanding young key teachers to enhance their ideological leadership and teacher ethics.

Exemplary role models: The university explores and publicizes the advanced stories of excellent teachers, plays the role of role models, especially shows how they integrate correct ideological concepts into their work, and inspires young teachers to learn from them. For example, the School of Music of Shanghai Normal University invites experienced clerks of the Party branches of the faculty and Party members to serve as ideological and political tutors to lead the ideological growth of young teachers. Or invite famous scholars and advanced models in the field of education to share their experiences with the school and tell them about the concepts and social responsibilities they adhere to in the process of academic research.

Network education platform: Provide young teachers with convenient learning channels through network platforms, such as online courses and learning APPs, to expand the scope of ideological education in time and space.

Team building activities: Organize young teachers to participate in team activities such as quality development and social practice, and integrate ideological leadership into them. For example, in the red education base practice activities to enhance their patriotism. Theme activities are carried out by teaching and research departments or scientific research teams to promote exchanges among young teachers and guide correct ideological concepts in the process of exchanges[3].

Institutional safeguard: Integrate ideological and moral and other related indexes into the teacher assessment system to motivate young teachers to actively practice correct ideological concepts. Improve the ideological and political requirements in the title evaluation system for young teachers, and guide them to focus on synchronizing their ideological progress with the improvement of their business ability.

2.2. The dilemma of ideological education for young teachers in colleges and universities in the new era

Although the ideological education for young teachers in colleges and universities has a preliminary working mechanism and results, there are still the following dilemmas and deficiencies.

First, the dilemma of the mobility of the main body of education has led to insufficient attention by colleges and universities. First, the uneven distribution of resources. Colleges and universities in the distribution of funds, often most of the funds into the construction of teaching facilities, scientific research projects, and relatively few funds for the ideological education of young teachers, like the construction and maintenance of training venues, the introduction of high-quality educational resources are limited. Secondly, the time schedule is insufficient. The work arrangement of the school focuses on teaching and scientific research tasks, and seldom sets aside special time for the ideological education of young teachers[4]. For example, all kinds of teaching competitions and scientific research presentations are arranged tightly, but there are few lectures or trainings on ideological education. Third, the incentive mechanism is not perfect. In the teacher evaluation system, there are clear incentive mechanisms for teaching achievements and scientific research outputs, such as teaching excellence awards, scientific research project awards, etc. However, there are few incentives for active participation in ideological education activities, which makes young teachers lack of motivation for ideological education work.

Second, the dilemma of educational content. First of all, the age stage characteristics of young teachers are not fully considered. Young teachers generally active thinking, accept new things quickly, to traditional, old ideological education content is easy to produce resistance. For example, some schools are still using the ideological education teaching materials of many years ago, and the cases are outdated and cannot attract young teachers. Secondly, there is no combination of young teachers' subject-specialized background. Young teachers of different disciplines have different focuses, science and engineering teachers may be more concerned about content such as science and technology ethics, and liberal arts teachers may be more interested in cultural values and other aspects. However, the current content of ideological education is often uniform and does not take care of such disciplinary differences. Furthermore, it is detached from the career development needs of young teachers. Young teachers are in a period of career advancement, and they are more interested in ideological education to obtain content that improves their teaching level and enhances their professional competitiveness. However, most of the actual education content is focused on the macro level of political ideology, and seldom involves teaching skills, educational innovation concepts and other contents that are directly helpful to their career development.

Third, the dilemma of education form. In terms of teaching methods, the traditional classroom lectures are the main focus. Usually the trainer speaks on the stage and the young teachers listen off the stage, lacking interactivity. For example, when explaining ideological and political theory, it is only one-sided knowledge instillation, without leaving enough space for young teachers to ask questions and discuss, and cannot effectively stimulate their thinking. In terms of training scenarios, they are basically limited to conference rooms or classrooms. This kind of fixed environment is prone to fatigue and a sense of bondage. Compare with some diversified training scenarios, such as outdoor development training sites, field research sites, etc., where ideological education can give young teachers a more intuitive feeling and experience. In terms of the medium of education, there is an over-reliance on books and PPTs. In the information age, the rich resources of new media platforms, like short videos and online interactive communities, are not fully utilized. If these media can be utilized, the content of ideological education can be made more vivid and convenient for young teachers to learn anytime and anywhere.

Fourthly, the administrative procedures for carrying out ideological education work are complicated. At the planning stage, the development of ideological education programs may need to go through multiple layers of approval. From the proposal by grassroots educators, to the review by department heads, to the approval by school leaders, the process involves repeated communication and modification in several links, and each link has its own documentation

requirements and standards, which increases the time cost. In terms of resource allocation, such as applying for special education funds, booking training venues, inviting experts, etc., it is necessary to fill out various forms and submit applications to different administrative departments, which may also require additional supporting documents or explanations. Coordination between different departments is difficult, information sharing is not timely, and it is easy to pass the buck to each other. In the course of implementation, organizing an ideological education activity also requires a complicated reporting process for minor changes such as changes in the content and adjustment of the time of the activity. If it involves cross-departmental cooperation to carry out activities, the administrative procedures will be even more cumbersome, and each department has its own rules and regulations and procedures, which makes the overall administrative efficiency low and affects the timeliness and flexibility of ideological education work.

Fifth, ideological education lacks an effective evaluation mechanism. First, the evaluation index is vague. For the effect of ideological education, there are no clear quantifiable indicators like teaching and scientific research. For example, it is difficult to use specific data to measure the degree of change in the ideological concepts of young teachers, whether it is more agreeable to the concept of education, or the level of professional ethics has really improved, it is difficult to determine clearly. Second, the evaluation method is single. Often simply through questionnaires or exams to evaluate. However, the questionnaire may exist in the case of perfunctory answers of young teachers, and the examination can only test the memory of theoretical knowledge, and can not really understand their inner thought changes and behavioral changes in practice. Thirdly, there is a lack of feedback mechanism. Even if some evaluation results are obtained, they are seldom effectively fed back into the improvement of ideological education work. There is no adjustment of educational content and methods based on evaluation, making it difficult to optimize and improve ideological education work in a sustainable way.

2.3. Root causes of the ideological education dilemma of young teachers in colleges and universities in the new era

The causes of the above dilemma are mainly the following three points:

2.3.1. Social external environment

Culture shock. Driven by globalization and informatization, society is in a period of rapid transformation, various ideologies and cultures are stirring each other, pluralistic values and ideological and cultural competitions between countries are increasingly prominent, and the ideologies and cultures and values of the Western countries are constantly pouring into our country through various channels, which clash with the traditional values of our country such as collectivism and spirit of dedication. Colleges and universities are at the forefront of ideological convergence and exchange of ideas, and teachers and students are more sensitive to new ideas and social trends[4]. Moreover, the proportion of young returnees in the group of young teachers in colleges and universities is gradually increasing, and the value output and cultural penetration of Western countries have a profound impact on the ideological concepts of young returnees, and some of the young teachers appear to have wavering ideals and beliefs, confusing values, and behavioral disorders, making it more difficult to educate their ideology.

Diversified information channels. Network media not only change the way of traditional information dissemination, but also play an important role in shaping people's ideology. New media communication with its rich content, flexible mode, strong timeliness and high interactivity has rapidly become a very popular information dissemination medium for young teachers in colleges and universities, and has had an immeasurable impact on their values and ways of thinking. At present, the construction of network culture in colleges and universities is relatively weak, with different degrees of backwardness in thinking concepts, technical means and staffing, and cyberspace is filled with a large amount of false information, extremist ideas and negative remarks, which aggravates their ideological confusion and psychological pressure, affects their value judgments and ethical choices, and interferes with the effective implementation of ideological education work.

High pressure of professional competition. Young teachers in colleges and universities are facing great pressure of professional competition, such as title evaluation, teaching quality assessment, and competition in scientific research projects. Under such pressure, they tend to pay more attention to teaching and scientific research work which is directly related to their career development, and lack sufficient enthusiasm and willingness to devote time to ideological education activities.

2.3.2. Bindings at the conceptual level

Binding of traditional education concepts. Some college management is influenced by traditional education concepts, over-emphasizing the core status of teaching and scientific research, treating ideological education as a soft task, and

failing to fully realize the far-reaching impact of young teachers' ideological dynamics on teaching quality and student training. This concept leads to the marginalization of ideological education in the overall work layout.

The interference of utilitarian thinking. In the current social environment, some universities pursue short-term, quantifiable results in the development process, such as the improvement of rankings, scientific research awards and so on. Since the effectiveness of ideological education work is difficult to be shown in a short time and is not easy to be quantitatively assessed, it is ignored intentionally or unintentionally.

2.3.3. Institutional Mechanism

Incomplete management system. Compared with the ideological work of students, there is a lack of coordination and a lack of teams in the organizational and management structure of colleges and universities for teachers' ideological work, and there is a lack of a vertical system specializing in teachers' ideological work, and a lack of operational mechanisms and working institutions, which has failed to form a strong working network. The division of responsibility for ideological education work may not be clear enough[5]. Several departments, such as the Propaganda Department, the Personnel Department, and the Teacher Development Center, may be involved in the ideological education work of young teachers, but the lack of an effective coordinating mechanism makes it easy for responsibilities to be unclear and to be shifted to each other. Some secondary party organizations are weakly equipped with secretaries, and some colleges of higher education have either not set up party staff positions or have college party secretaries holding several positions, so the strength of those engaged in party building and ideological work is insufficiently guaranteed to meet the actual work needs.

The evaluation mechanism is not sound. The existing teacher evaluation system in colleges and universities is mainly built around teaching and scientific research indicators, and there is no suitable evaluation standard for ideological education work to be integrated into it. There is no scientific evaluation system for ideological educators, and there is no evaluation method for young teachers' ideological improvement, which makes it difficult to effectively promote ideological education.

3. The path to improve the ideological education work of young teachers in colleges and universities

3.1. Optimize the working mechanism of ideological education work

Ideological and political education is a systematic project, in order to improve the effect of the work needs to improve the working mechanism as a whole. Colleges and universities should establish and improve the leadership system and working mechanism in which the school is responsible for the overall responsibility, the secondary unit is responsible for the main responsibility, and the relevant departments work together to promote the work. The establishment of the school-level teachers ideological education work leading group, to further clarify the propaganda department, the organization department, trade unions, personnel department, academic affairs department, science and technology department and other members of the unit's responsibility, regularly on the teachers' ideological work to carry out research and evaluation, coordination, cohesion of the school, the party and the government, the work of the integrated and business sectors[6]. Define the responsibilities of each department in the ideological education of young teachers and establish a cooperative working mechanism. For example, the Publicity Department is responsible for the planning of publicity and education content, the Personnel Department is responsible for incorporating the results of ideological education into teachers' assessment, and the Teachers' Development Center is responsible for organizing specific educational activities, and so on.

Improve the evaluation mechanism of ideological education. Construct a comprehensive evaluation system and set up reasonable quantitative and non-quantitative indicators. Quantitative indicators can include the number of times young teachers participate in ideological education activities, the number of insights written, etc.; non-quantitative indicators can be through observation and interviews to assess the change of their ideological concepts and the improvement of their teachers' morality. At the same time, the work effectiveness of ideological educators is regularly evaluated to motivate them to improve the quality of their work.

Colleges and universities should also increase funding for teachers' ideological education work, consider it in coordination with teachers' training, incorporate the funding budget into the annual financial budget, and secondary units should also set up special funds and provide the necessary places and equipment. Set up special funds for the research of young teachers' ideological and political work, encourage and organize relevant experts and professors, full-time cadres, and teachers of ideological and political theory courses to carry out research on hot and difficult issues, and constantly improve the scientific level of work.

3.2. Strengthen the value leadership of ideological education work

The management of colleges and universities should fully recognize the key role of ideological education of young teachers on the overall development of the school and talent cultivation, and elevate it to the strategic height of the same importance as teaching and scientific research[7]. For example, in the school work planning meeting, the agenda is specially arranged to discuss the planning and objectives of the ideological education work of young teachers. Lead the whole school to establish a correct concept of education, eliminate utilitarian thinking, and emphasize the long-term benefits and potential value of ideological education work. The positive significance of ideological education for the construction of school culture and the stability of the teaching force can be publicized by organizing thematic seminars, lectures by experts and leading by role models.

Expand the outreach of ideological education work. Taking education of ideals and beliefs as the core, deepen young teachers' understanding and grasping of the purpose and line of the Party, the theoretical achievements of socialism with Chinese characteristics and the spirit of the 20th National Congress of the Party in a variety of forms and in a variety of ways. At the same time, it is necessary to expand the scope of ideological education, and strengthen the professional moral education of young teachers while raising their awareness of ideological education. Because college teachers are facing young college students whose values and cognition are not yet stable, and college students are the backbone of our country's socialist modernization construction, if there are problems with college teachers' morality and ethics, it will affect the reputation of colleges and universities and students' ideological behavior to a large extent. Therefore, it is necessary to simultaneously promote professional ethics education, through the ideological education work to make young teachers realize that teaching is a sacred profession, should not be regarded only as a job or a means of livelihood, and its more important professional implication is to teach and educate people and build up moral character. The content is designed according to the disciplinary background, career development stage and interests of young teachers. For example, education on scientific and technological ethics and academic morality is provided for young teachers of science and engineering, and education on cultural values and social trends is provided for young teachers of liberal arts. At the same time, we give full play to the disciplinary advantages of philosophy and social sciences, promote theoretical and intellectual innovation, and strengthen the persuasive and infectious power of ideological and theoretical education. Keeping up with social hotspots and trends of the times, we will update the content of education in a timely manner, such as adding thoughts on the ethical and social impacts of artificial intelligence when it is developing rapidly.

Broaden the carrier of ideological education. Teachers' ideological education work and team building are closely integrated into the school's talent team construction planning, and a sound theoretical learning and training system is established with young teachers' induction education, daily education, and thematic education as the main content. In addition to education and training, symposiums and other traditional ways, should also be used in the form of highly integrated information technology to enhance the attractiveness of teachers' ideological education. On the one hand, it is necessary to make good use of microblogs, microblogs, virtual communities, etc. to carry out ideological education work, use forms that are more suitable to the needs of the young teachers' group, and, on the basis of adhering to the socialist core values, focus on selecting contents that can stimulate their interest and discussion, and carry out ideological education work through communication. Interactive teaching, such as case discussions and group debates, is used to enhance the participation of young teachers. New media platforms are utilized to carry out online courses and online discussion communities to break through time and space limitations.

On the other hand, social practice is a traditional method of teachers' ideological work and a popular educational method for teachers. Relying on various kinds of bases to deepen the social practice activities of young teachers. For example, colleges and universities can carry out on-site teaching with the help of school history halls, museums, patriotic education bases and other resources, so as to achieve the unity of theory and practice, and to strengthen the three-dimensional color of ideological education work. Regularly organize young teachers every year to carry out a wide range of social practice activities such as production and labor, research, study tours, volunteer services, etc. These activities are diversified and highly participatory, and at the same time, they are closely integrated with the work of talent cultivation, team building, social services, and external exchanges. It is necessary to strengthen the statistical record of young teachers' social practice activities, and incorporate the experience of participating in social practice into the teachers' professional curriculum vitae system, and reflect it in the job evaluation and promotion. In addition, young teachers can be actively selected to participate in national and local government social practice programs for teachers, and young teachers are encouraged to go to government departments, major engineering sites, or enterprises and institutions for job training.

3.3. Optimize the service platform

Reduce career pressure. The group of young teachers is in great need of the school's care and help in some aspects. Some young teachers have encountered some difficulties in adapting to the work stage, and at the same time, they also face the anxiety of personal career development. Therefore, colleges and universities should optimize services and solve practical problems in both directions, combining ideological education and solving practical problems in the work and life of young teachers, and effectively caring for the practical difficulties and career development of young teachers.

On the one hand, to create a relaxed learning environment and research atmosphere for young teachers. Colleges and universities need to improve the modernization of the governance system and governance capacity, clarify the division of responsibilities among departments, simplify procedures, improve efficiency, reduce interference in teaching and scientific research, and give full play to the autonomy and potential advantages of young teachers in a relaxed atmosphere of governance. On the other hand, the scientific research, teaching, personnel and other departments of colleges and universities should provide young teachers with useful experience and suggestions through various forms of declaration of projects, education and training, title promotion, financial security and other aspects. To take the initiative to pay attention to the adaptation of young teachers, care about their housing, office environment, family relations and other aspects of the actual problem, as far as possible, to provide thoughtful service, the political guidance and work, life care organically combined. At the same time, we should also give full play to the role of fellowship and other organizations, strengthen communication and exchange among young teachers, and make them feel care and concern through fellowship activities, career development centers, cultural and sports activities, so as to relieve their mental pressure and psychological burdens. It is also necessary to create a campus cultural atmosphere that is positive and focuses on ideological and moral construction. Through campus cultural activities, such as the selection of teacher moral standard-bearers, teachers' voluntary service activities, etc., young teachers are motivated to practice good ideological and moral concepts.

Colleges and universities are important bases for talent cultivation, and strengthening the ideological education of young teachers is an important project to build a high-quality teaching team with excellent political quality, superb business ability and high level of education. We should grasp the characteristics and essence of the ideological education of young teachers in the new era, fully mobilize the enthusiasm and creativity of young teachers, and create a team of teachers with high political literacy, excellent skills and strong scientific research and innovation ability, so as to gather strong forces for the construction of a strong nation and national rejuvenation.

4. Conclusion

In summary, the ideological and educational work of young teachers in colleges and universities in China's New Era, despite the challenges posed by diverse ideologies and the complexity of the digital age, can achieve remarkable progress through strategies such as optimizing the working mechanism, strengthening value-oriented leadership, and enhancing the service platform for ideological education. As the future cornerstone of higher education, young teachers, thus equipped with both solid professional skills and sound values, are enabled to cultivate high-quality students. This study contributes to society by nurturing a cohort of outstanding talents for social development. Moving forward, continuous exploration and innovation are essential to further propel the high-quality development of higher education in China and enhance its competitiveness in the global educational arena.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

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