

Exploration of the New Way to Use Recessive Educational Resources in Ideological and Political Education in Colleges and Universities

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Abstract:

Within the scope of ideological and political work in higher education, potential educational resources—hidden educational paths play an indispensable role. Compared with the direct and obvious form of curriculum teaching, recessive educational resources penetrate students' daily lives more subtly and continuously, quietly encouraging students to establish positive ideas and social responsibility awareness. This paper systematically analyzes the characteristics of recessive educational resources and the challenges encountered in the practice of ideological and political education in colleges and universities and puts forward innovative strategies.

Keywords:

Recessive education
Ideological and political education
Application path

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1. Introduction

The continuous progress of society has brought new challenges and opportunities to the field of ideological and political education in universities ^[1]. Although traditional explicit education plays a role in guiding students to establish correct values, its influence is often limited ^[2]. In contrast, as a silent educational force, recessive educational resources continue to impact students' daily lives and have a value that cannot be underestimated in improving students' ideological and political literacy.

2. Characteristics of recessive educational resources

2.1. Imperceptible

One of the characteristics of potential educational assets is their inadvertent educational power, which is reflected in the small details of daily life and long-term immersion, and has a subtle educational effect on students ^[3]. Factors such as cultural atmosphere, architectural design, and school motto in institutions of higher learning will gradually penetrate students' values and behavior patterns. Compared with direct and specific classroom teaching, students often do not realize the educational significance

in the process of receiving these educational resources.

2.2. Long-term performance

The educational effect of potential educational factors is often not immediately apparent, but through continuous contact and the edification process, the long-term influence is gradually planted in students^[4]. This long-lasting effect allows these underlying educational factors to continue to release energy in students' learning careers and personal development. Cultural festivals, traditional festivals, and inspirational stories of alumni in institutions of higher learning, for example, may still have an imprint on students' values and behavior patterns after a long time^[5].

3. Problems in the application of recessive educational resources in ideological and political education

3.1. Insufficient development and utilization of recessive educational resources

At present, many institutions of higher education face a significant problem in the field of ideological and political education: insufficient development and application of potential educational resources, especially recessive educational resources^[6]. Although campus culture, social practices, and events on and off campus are rich in underutilized educational potential, these valuable resources often suffer from systematic exploration and full use^[7]. At the same time, educational practitioners devote more attention to explicit educational resources in daily teaching activities, inadvertently ignoring the great value contained in implicit educational resources, resulting in insufficient integration of these resources in ideological and political education practice, limited scope of application, and failure to fully display their educational influence.

3.2. Difficulty evaluating the educational effect of recessive educational resources

Since the characteristic of recessive educational resources lies in their subtle influence, their educational effectiveness is often difficult to be directly quantified. This evaluation difficulty challenges educators in planning and implementing ideological and political

education programs, making it difficult to accurately assess the actual effectiveness of these resources^[8]. Due to the limitation of evaluation methods, it is difficult for educators to adjust and optimize the application strategy of recessive educational resources by relying on specific quantitative data or immediate feedback, which indirectly restricts the efficient release of these resources in the field of ideological and political education.

3.3. Low awareness of recessive educational resources among students

For recessive educational resources, students' awareness level is generally low, which hinders the full effectiveness of these resources in the field of education^[9]. Many students are not fully aware of the existence and importance of recessive educational resources, lack a deep understanding of their educational potential, or even turn a blind eye to the implicit ideological and political education implications such as campus cultural activities and traditional festival activities, which is partly due to the hidden nature of these educational resources^[10].

4. A new way to use recessive educational resources in ideological and political education in colleges and universities

4.1. Constructing campus culture and environmental atmosphere

The campus culture and environmental atmosphere in institutions of higher learning constitute an important part of the hidden educational capital and exert far-reaching influence^[11]. Unfortunately, in the process of shaping campus culture, many colleges and universities often lack a holistic design and fail to fully tap their inherent potential in the field of ideological and political education. Colleges and universities should be committed to strengthening the construction of campus culture, naturally integrating these hidden educational elements into the campus ecology, and creating a ubiquitous educational atmosphere^[12].

The specific measures cover the optimization and upgrading of the physical environment of the campus, involving the design of architectural style, landscape layout, and sign guidance system, aiming to convey positive values and profound ideological and political

implications. For example, in areas such as the school history memorial hall and the school motto stone tablet, exhibitions and detailed explanations are used to present the glorious historical evolution and fine traditions of the school, indescribably stimulating students' love for the school and sense of social responsibility. In addition, regular planning and implementation of campus activities with educational significance is a key strategy to enhance campus culture. Institutions of higher learning can rely on the background of important historical nodes and traditional cultural festivals to hold red culture commemorative activities, alumni experience exchange meetings, culture and art festivals, etc., in order to enhance students' cognition of social history and cultivate national self-esteem and social responsibility. Thus, higher education institutions can make full use of the potential educational resources of campus cultural ecology and environmental atmosphere, and promote ideological and political education to naturally integrate into students' daily learning and life, so as to achieve the effect of education imperceptibly.

4.2. Strengthening social practice and volunteer service

Participation in social practice and volunteer service is an important way for college students to contact and experience social reality and enrich their life experience, and it also constitutes the carrying medium of invisible educational resources^[13]. Through these activities, students can penetrate the grassroots of society, experience the current social situation, and then stimulate a strong sense of social responsibility and historical mission. In spite of this, in the current practice of integrating social practice with ideological and political education in higher education institutions, there are still challenges such as the uniformity of practice mode and insufficient combination of practical activities and ideological and political education content^[14]. In view of this, colleges and universities urgently need to strengthen the overall planning and guidance of social practice activities and volunteer services to ensure that they can be organically embedded in the overall framework of ideological and political education, so as to achieve the ideal teaching and learning effect.

Specifically, when planning social practice courses,

institutions of higher learning can focus on topics that are closely related to national policy guidance and social concerns, such as rural revitalization strategy, poverty alleviation and development measures, and ecological and environmental protection. Through these practical activities, students can not only gain insight into the country's development blueprint and the actual demands of society, but also experience the responsibility of being a member of society in actual operations. For example, when students are involved in rural education support or poverty alleviation projects, they can personally experience the reality of life and the current situation of education at the grassroots level, and have a strong resonance in their inner world, thus strengthening the sense of responsibility and the call of duty to contribute to society. In addition, volunteering is another effective use of invisible educational resources. By encouraging students to participate in community service, environmental protection, social assistance, and other volunteer work, the school aims to lead students to cultivate dedication to altruistic actions and enhance their awareness of social responsibility. Through these experiences of social practice and volunteer service, students can get the baptism of ideological and political education in a real social environment, and enhance their ideological and political literacy and social responsibility.

4.3. Utilizing new media and network platforms

The evolution of information technology makes new media and network platforms the key field of ideological and political education in higher education, and also a major source of potential educational resources^[15]. In spite of this, colleges and universities are currently faced with several limitations in the application of these new media and network platforms, which are specifically reflected in the uniformity of content presentation, the lack of interactivity, and the separation from students' daily lives^[16]. In view of this, it is urgent for colleges and universities to explore new strategies for implementing ideological and political education through new media and network platforms in a pioneering way, and adopt a variety of forms and contents, so as to align ideological education work more closely to students' actual life and individual needs.

As a first step, higher education institutions can adopt

new media means such as WeChat public accounts, short video platforms, and online forums to promote diverse forms of ideological and political education materials. For example, by creating short videos that combine the core of ideological and political education with students' attention to current affairs and popular culture, the appeal and infectivity of ideological and political education content can be enhanced. In addition, schools should develop and promote ideological and political education online courses and online learning systems, giving students the right to choose and learn independently. Online education environment makes learning unlimited, students can participate in learning at any time, and be deeply involved in the course through online communication, testing, and other ways. This flexible learning mode not only fits the personalized learning needs of students but also promotes the cultivation of independent learning skills and responsibility. Through the integration of new media technology and network education platforms, schools can make hidden education resources naturally penetrate

students' daily learning and life, making ideological and political education more flexible and interactive, thus greatly improving its actual effect and social impact.

5. Conclusion

In the field of ideological and political education in colleges and universities, potential educational resources show their unique advantages and great value. Through scientific exploration and effective use of these resources, we can effectively make up for the defects of explicit education and promote the overall growth of students' ideological and political literacy. Looking forward to the future, colleges and universities need to continue to explore and practice such novel approaches to further enhance the application efficiency of potential educational resources, make their influence in the field of ideological and political education more significant, and provide strong support for the comprehensive development of students.

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