

Cultural Soul-Building in Ideological and Political Education for Youth in the New Era

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ABSTRACT

The cultural soul-building of ideological and political education for youth in the new era is a core task for elevating their ideological realm and strengthening cultural confidence. However, the disconnection between educational content and forms, insufficient two-way interaction, and the influence of a complex social environment have constrained the effectiveness of ideological and political education. This study analyzes the specific manifestations of these issues and proposes optimization strategies, including enriching educational content and forms, enhancing interaction between educators and learners, and constructing a diversified, collaborative educational environment. The aim is to provide systematic and practical pathways for ideological and political education, thereby advancing the in-depth implementation of cultural soul-building initiatives in the new era.

KEYWORDS

Youth in the New Era; Ideological and Political Education; Cultural Soul-Building; Educational Content

In the context of the new era, youth ideological and political education has become a focal point of societal attention, with its cultural soul-building function constituting a critical component of its core. Through cultural soul-building, it is possible to shape the correct value systems of youth and enhance their identification with China's outstanding traditional culture and mainstream value system. However, deficiencies in content design, educational methods, and social collaboration have hindered the ability of ideological and political education to meet the diverse developmental needs of youth. Based on this, this study focuses on the current state and optimization pathways of cultural soul-building in youth ideological and political education in the new era, aiming to explore implementation strategies and enhance the practical effectiveness of such education.

1 The Importance of Cultural Soul-Building in Ideological and Political Education for Youth in the New Era

1.1 The Core Mission of Ideological and Political Education

Cultural soul-building is one of the fundamental tasks of ideological and political education. By deeply exploring and disseminating cultural connotations, it guides youth in establishing a correct worldview, outlook on life, and values. The combination of China's outstanding traditional culture, revolutionary culture, and advanced socialist culture forms a critical foundation for ideological and political education. These cultural elements effectively nurture the minds of young people, fostering a profound sense of cultural identity at a spiritual level. The mission of ideological and political education is to strengthen ideological guidance through cultural soul-building, aligning individual value pursuits with the needs of societal development, and fostering a deep understanding of social responsibility among youth. Additionally, through systematic cultural dissemination and education, it helps young people clarify their positions in a multicultural environment, enhancing their ability to discern right from wrong and resist the erosion of negative external cultures. Cultural soul-building is not merely about imparting knowledge but about shaping spiritual realms. Its goal is to enable youth to achieve unity between personal value realization and societal contributions within the framework of national development^[1].

1.2 Significant Opportunities for Cultural Development in the New Era

Against the backdrop of deepening globalization and informatization, the new era presents unprecedented opportunities for cultural development. China's rise on the international stage has created broader avenues for the dissemination of Chinese culture, enriching the connotations of ideological and political education. The promotion of outstanding culture not only strengthens national confidence but also provides youth with abundant spiritual resources. In an era of diversified cultural consumption, the widespread adoption of new media platforms has made cultural

dissemination faster and more efficient, offering technical support for ideological and political education. The new era calls on youth to use culture as a bridge to construct a multidimensional ideological framework, enabling them to find spiritual sustenance through cultural confidence. Moreover, the current societal demand for cultural innovation offers youth more opportunities to showcase their creativity. Ideological and political education must leverage cultural soul-building to inspire a sense of responsibility for cultural development among youth, positioning them as key contributors to cultural construction^[2].

1.3 The Characteristics and Needs of Youth in the New Era

Youth in the new era grow up in an environment of rapid technological advancement and highly shared information, shaping distinct characteristics in their cultural cognition and value systems. The proliferation of digitalization and networking enables youth to access information quickly but also poses risks of fragmentation and superficiality. Consequently, ideological and political education must utilize cultural soul-building to guide youth in maintaining independent thinking and rational judgment amidst diverse information streams. At the same time, the interests and value pursuits of youth are increasingly diversified, with a stronger emphasis on personal experiences and the realization of self-worth. To meet these needs, ideological and political education must innovate in content design and dissemination methods to align with the psychological characteristics of youth and enhance their sense of cultural identity. Additionally, youth generally hold high expectations for social responsibility and national mission. Through cultural soul-building, ideological and political education can help youth deeply understand the relationship between national development and personal growth, enabling them to contribute to societal progress while achieving their own development goals^[3].

2 Issues in Cultural Soul-Building of Ideological and Political Education for Youth in the New Era

2.1 Limitations in Content and Form

The content of ideological and political education often lacks a deep alignment with the needs of youth in the new era, limiting its effectiveness. Much of the content remains rooted in traditional models, overly focused on theoretical indoctrination while neglecting the practical lives and psychological needs of youth, making it difficult to resonate with them. This disconnect not only reduces the appeal of the content but also hinders the effective transmission of the cultural essence of ideological and political education. Some educational materials are out of touch with contemporary developments and youth interests, failing to address the social issues and value conflicts that young people face, which renders the content rigid and outdated. In terms of form, education remains confined to traditional classroom teaching or fixed activity models, lacking dynamic and interactive expressions that engage youth. In the digital age, with youth increasingly reliant on multimedia and new technologies, ideological and political education has not sufficiently utilized tools such as short videos or virtual reality. This underuse of modern technologies limits the efficiency of educational dissemination. Current educational practices often adopt a "spoon-feeding" approach, overlooking the need for open discussions and personalized learning. The organization of educational activities emphasizes uniformity at the expense of individual differences, resulting in monotonous and unengaging content that fails to cater to the diverse needs of youth. This not only diminishes youth interest in ideological and political education but also weakens its role in fostering cultural identity.

2.2 Insufficient Two-Way Interaction Between Educators and Youth

In ideological and political education, there is a notable lack of two-way interaction between educators and youth. Educators tend to focus on one-sided knowledge transmission while neglecting youth participation and feedback. This unidirectional model makes it difficult for young people to feel a sense of engagement and belonging during the educational process, thereby weakening its effectiveness. Educators often lack sufficient depth in their understanding of youth cultural psychology, making it challenging to fully grasp the needs and characteristics of youth at different stages of development. During interactions with youth, educators tend to overemphasize their authoritative roles, failing to listen to the perspectives and concerns of the young. This results in a sense of alienation among youth during educational activities. Furthermore, some educators lack familiarity with the linguistic styles and interests of youth, causing communication efforts to appear superficial and ineffective in establishing an equal dialogue. The degree to which youth engage with and accept educational content is often overlooked, leading to a disconnect between the educational material and their actual needs. Some educators focus solely on task completion, disregarding the emotional dimension of educational interaction. The overall competence of educators significantly impacts the quality of interaction; however, many lack essential skills in cultural literacy, psychological guidance, and the application of digital technologies, hindering

effective communication with youth. This lack of two-way interaction not only undermines the effectiveness of education but also diminishes the practical value of cultural soul-building. Youth, as the core focus of education, often have their intrinsic agency overlooked when passively receiving content. This oversight reduces the attractiveness and engagement of ideological and political education in practice^[4].

2.3 Complex Influences of the Social Environment

The diversity and complexity of the new era's social environment pose challenges to ideological and political education. The widespread dissemination of diverse values exposes youth to conflicting cultural ideas, leading to confusion and uncertainty in cultural choices. Negative cultural phenomena, rapidly spread through online channels, threaten youth values and weaken their identification with mainstream culture. These negative influences, leveraging social media and entertainment-oriented formats, capture youth attention, undermining the dissemination of mainstream cultural values. Additionally, the support system for cultural education remains inadequate, with insufficient collaboration among schools, families, and society, hindering a unified approach. Within families, some parents undervalue cultural education, neglecting to guide youth in cultural identification. At the community level, imbalances in cultural resource distribution limit access to quality cultural education, especially for youth in remote areas. The commercialization of society further challenges cultural education, with some cultural products prioritizing profit over educational value, even negatively influencing youth. The utilitarian and short-term focus prevalent in society weakens the cultural transmission function of ideological and political education. These intertwined social factors increase the difficulty of cultural soul-building and create more challenges for youth in shaping their ideological and cultural identity.

3 Optimization Strategies for Cultural Soul-Building in Ideological and Political Education for Youth in the New Era

3.1 Enriching Educational Content and Forms

The design of ideological and political education content should align with the characteristics and interests of youth, integrating profound ideological connotations with contemporary features. Core values from China's traditional culture, revolutionary culture, and advanced socialist culture should permeate the educational process. Incorporating social issues enhances relevance, helping youth connect with cultural strength through learning. Expanding the scope of cultural education is essential. Films, literary classics, and intangible cultural heritage can serve as supplementary resources, enriching the content pool. Innovation in educational forms is equally critical, emphasizing a blend of online and offline approaches. Digital tools can facilitate resource sharing and boost efficiency. For example, interactive online games themed around ideological education can provide immersive experiences, fostering deeper cultural understanding. Activities such as cultural exhibitions and red-themed experiential camps can convey ideological values in more engaging ways. Individual differences should also be considered, with personalized activities tailored to varied interests, achieving truly adaptive education. Simultaneously, a dynamic feedback mechanism should be established to refine content and delivery methods based on outcomes. Enhancing depth and diversity in content while adapting to youth needs ensures ideological and political education remains effective and relevant in the new era.

3.2 Enhancing Interaction Between Educators and Youth

Educators in ideological and political education should proactively strengthen their interaction with youth, creating a mutually engaging educational model. They must enhance their professional expertise by studying youth psychology and cultural needs to better understand their evolving thoughts, providing a scientific foundation for content design and implementation. Regular activities such as youth forums and live online interactions can bridge the gap, turning youth into active participants rather than passive recipients. Educators should use relatable and engaging language to make educational content more compelling. Open discussions and collaborative tasks can further stimulate youth participation and improve overall outcomes. Diverse evaluation mechanisms, such as online surveys and real-time feedback, should be integrated to capture the genuine responses of youth, enabling the adjustment of educational strategies. Additionally, educators should focus on developing critical thinking skills, helping youth discern cultural influences and strengthen their cultural identity and ideological awareness. By creating varied interactive settings, the education process becomes a dynamic and reciprocal communication system, establishing a sustainable mechanism for cultural soul-building^[5].

3.3 Building a Multidimensional Collaborative Educational Environment

Cultural soul-building in ideological and political education requires deep collaboration among schools, families, and

society to establish a highly interconnected educational system. At the school level, the teaching system should be optimized to integrate ideological and professional courses. Schools can provide opportunities for youth to engage in cultural development through campus cultural activities and themed study programs. Partnerships with local cultural institutions and enterprises should be strengthened to design interdisciplinary and cross-sector educational projects, enriching educational resources and delivery methods. Families, as a vital domain for ideological and political education, should play a unique role in fostering a cultural atmosphere. Activities such as parent-child reading and family education salons can reinforce cultural education, making the family a key support for youth ideological education. At the societal level, collaboration among communities, cultural organizations, and educational institutions should be enhanced to create engaging and inclusive public cultural activities, such as youth cultural festivals and red culture promotion events. These initiatives can provide diverse settings to support ideological education. Efforts should also focus on improving the online cultural ecosystem by building a matrix of positive cultural content to increase the influence of ideological education on new media platforms. Policy support and resource integration are crucial for optimizing the educational environment. Government agencies should provide dedicated funding and policy incentives to encourage the participation of various societal forces in ideological education. By creating a comprehensive and in-depth multidimensional educational environment, the cultural guidance and effectiveness of ideological and political education can be significantly enhanced.

4 Conclusions

Cultural soul-building in ideological and political education for youth in the new era serves as a vital pathway for fostering ideological identification and cultural confidence. This study analyzes the current shortcomings in content design and dissemination methods, highlighting issues such as insufficient two-way interaction and limited societal collaboration. These challenges significantly constrain the influence and effectiveness of ideological and political education. To address these issues, the study proposes practical strategies, including enriching educational content and forms, enhancing interaction between educators and youth, and constructing a multidimensional collaborative educational environment.

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