

Research on the Pathways to Cultivating the Spirit of Permanent Struggle in Contemporary Young College Students

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Abstract

At present, some college students in various universities exhibit varying degrees of weakened awareness of striving, and cultivating their spirit of perseverance requires breaking through the limitations of single-dimensional education in universities. The foundational role of families and the empowering role of society have not been fully activated, and there is an urgent need to establish a multi-party collaborative education mechanism. This paper focuses on cultivating the enduring spirit of perseverance among college students in the new era. From a multidisciplinary Marxist perspective, it explores the theoretical connotations, current status, causes of weakening, and cultivation pathways of college students' enduring spirit of perseverance. The study aims to provide theoretical support and practical reference for cultivating the enduring spirit of perseverance among college students in the new era, helping them integrate personal efforts into national development and inject momentum into the rejuvenation of the nation.

Keywords

Spirit of Struggle; College Students Practice.

1. A Brief Introduction to the Theory of Youth's Permanent Struggle Spirit

1.1. Definition of the Core Connotation of the Spirit of Permanent Struggle

1.1.1. Philosophical Perspective: The Spirit of Permanent Struggle is Formed and Reflected in Practice

Marxism believes that the fundamental difference between humans and animals is that humans have subjective initiative and can consciously and purposefully understand and transform the world. The spirit of struggle is a high degree of this subjective initiative. Struggle embodies the unity of people's insistence on following objective laws and exerting subjective initiative. Respecting objective laws is the prerequisite for exerting the spirit of struggle. Only on the basis of following objective laws can struggle be successful.

1.1.2. Sociological Perspective: The Spirit of Permanent Struggle is An Important Driving Force for Social Change

Permanent struggle is an important way for individuals to realize social value and promote social progress. For example, in order to achieve sustainable development of modern society and solve social problems (such as poverty, environmental pollution, etc.), people from all walks of life are also actively striving in their respective fields. These struggling activities promoted the transformation of social systems, the development of productivity and the improvement of social civilization.

1.1.3. Ethical Perspective: The Spirit of Permanent Struggle is the Unity of the Sublimation of Labor Practice and the Ethical Goal

The Marxist spirit of permanent struggle unifies the nature of labor, collective values, historical contradictions and human liberation, and provides profound theoretical guidance for

understanding "why we struggle, for whom we struggle, and how we struggle." As a sublimated form of labor practice, struggle is essentially a human initiative to break through natural limitations and social constraints, and is a process of creating the world according to the idea of beauty.

1.2. The Theoretical Origins of Marxism on Youth Struggle

1.2.1. The Origin And Contemporary Guiding Significance Of Marxist Youth Struggle Theory

The origins of Marxist youth struggle theory are deeply rooted in its historical materialism and practical philosophy: on the one hand, based on the historical materialism that "the people are the creators of history," Marxism regards youth as the most dynamic group and defines them as the "revolutionary class itself" that promotes social progress; on the other hand, relying on practice-oriented methodology, it emphasizes that youth struggle needs to hone their skills in practice. From the May 4th Movement to the fight against poverty, Chinese youth have always interpreted the truth of "practice makes true knowledge" with actions.

1.2.2. Marxist Classic Writers' Interpretation of the Role and Mission of Young People

Marx emphasized in "Youth's Considerations in Choosing a Career" that young people should "work for the happiness of mankind" and combine personal values with the cause of the liberation of all mankind. Engels pointed out in "To the International Congress of Socialist University Students" that the proletarian revolution needs professional talents such as "doctors, engineers, chemists", revealing the importance of professional development of youth. Lenin clearly stated that "the task of truly establishing a communist society must be borne by young people" and regarded young people as the bearers of historical missions.

1.3. The New Era Gives New Connotation and Value to the Spirit of Struggle

In the historical orientation of the new era, the spirit of struggle has been given a distinct connotation of the times. On the journey of the great rejuvenation of the Chinese nation, the spirit of struggle is the responsibility of the younger generation and the perseverance of the teachers and grassroots cadres who are rooted in the front line of rural revitalization; in the wave of scientific and technological innovation, the spirit of struggle is the key point for young scientific researchers to overcome chip stuck technology and explore the field of aerospace and deep space; in cultural inheritance and innovation, the spirit of struggle is the integrity and innovation of young creators who use national trends to revitalize traditional culture and tell Chinese stories with new media.

Cultivating the fighting spirit of young college students is of far-reaching significance to individuals, countries and nations. For individuals, struggle can promote college students to hone their skills in professional studies, strengthen their beliefs in social practice, and help realize personal ideals; for the country, young people are the new force for high-quality development, and their fighting spirit can inject vitality into scientific and technological innovation, industrial upgrading, and social governance, and help Chinese-style modernization; for the nation, the spirit of struggle is the spiritual password of national rejuvenation. As future builders, college students can only integrate personal struggle into the national cause to continue the fire of national rejuvenation in the century-old changes, so that the Chinese nation will always be full of vitality on the world stage.

2. Current Situation of Struggle Spirit of College Students in the New Era

2.1. Positive Manifestations of the Struggle Spirit of College Students in the New Era

2.1.1. Dimension of Learning: Study Diligently and Explore New Knowledge Bravely

Based on diligence, most college students not only have a solid grasp of professional knowledge, but also take the initiative to expand academic boundaries, actively participate in subject competitions and scientific research projects, hone their abilities in theoretical research and practical exploration, and show their thirst for knowledge and their striving attitude to break through themselves. Outstanding individuals and groups such as "double bachelor's degree", "all-member admission dormitory" and "all-member admission party branch" are constantly emerging in major universities.

2.1.2. Social Practice Dimension: Rooted In Reality and Bravely Shouldering Responsibilities

In 2024, a questionnaire survey launched by China Youth Daily and China Youth Daily for college students showed that among the 1,948 valid questionnaires collected, more than 80% of the college students surveyed had participated in social practice activities. Different colleges and universities combine their own characteristics and use social practice as a "compulsory course" in the second classroom to guide many college students to jump out of the "ivory tower" and actively participate in a variety of practical activities such as volunteer service, rural revitalization, and community governance. They connect personal majors with social needs, convey warmth and contribution in solving practical social problems, improve their own abilities, and demonstrate the responsibility of college students in the new era.

2.1.3. Dimension of Ideal Pursuit: Integrating The Small Self Into The Big Self and Determined to Serve the Country

Through ideological and political education, party history study and contemporary practice, contemporary college students actively align their personal ideals with national strategic needs in career planning and professional learning, and are determined to shine in different fields such as science and technology public relations, grassroots construction, and cultural inheritance. College students transform their "bigger" cognition in national practice, making "what to do for the country" a pre-thought when planning personal goals.

2.2. Problems with the Struggle Spirit of College Students in the New Era

2.2.1. The Goal of Struggle is Vague and There is A Lack of Long-Term Planning

Some college students lack a clear understanding of their future development and have a "grow with the crowd" mentality. On the one hand, they lack self-awareness of their careers, lose clear stage goals after entering university, and have no systematic planning for professional study and career direction; on the other hand, lack of awareness of social needs, they are easily tempted by short-term interests and blindly follow the trend, blindly equating "postgraduate entrance examinations", "public examinations" and "high-paying jobs" with the unified "direction of struggle".

2.2.2. The Motivation for Struggle is Utilitarian and Ignores Intrinsic Value

Under the impact of multiple values, the motivation of some college students to strive is highly utilitarian, and they focus too much on the "immediate rewards" of struggle. For example, when some students participate in second classroom activities such as student work, subject competitions, and social practice, their primary consideration is whether they can get "extra points" and obtain scholarships or honorary titles, rather than focusing on improving professional abilities and accumulating social experience; some students are "choosy" in their

studies, investing more energy in major courses that are highly professional or employment-related, and neglect basic courses that cultivate humanistic qualities and thinking skills.

3. Analysis of the Causes of Weakening Fighting Spirit

3.1. Social Dimension: The Complex Impact of the Social Environment

In a fast-paced society dominated by the platform economy, the successful paradigm of Internet instant culture continues to impact college students' value perceptions, causing them to gradually ignore the significance of long-term struggle. In 2024, there will be 11.79 million college graduates across the country, and high-quality jobs will be scarce. Fierce employment competition and pressure to enter higher education have made some college students feel exhausted. At the same time, the utilitarian trend of thought has penetrated campuses, and some students have reduced "struggle" to "short-term profit" and ignored the long-term value of knowledge accumulation and ability improvement. This understanding of "valuing results over process" makes them more likely to give up because they "cannot see returns in the short term" when faced with goals that require long-term investment, gradually weakening their will to fight permanently.

3.2. Educational Dimension: Structural Shortcomings of the Education System

Structural shortcomings in the current education system are gradually weakening the effect of cultivating college students' permanent struggle spirit, which is mainly reflected in the two key dimensions of the connection gap between the practice of ideological and political courses and the orientation deviation of the awards and excellence mechanism.

From the perspective of the effectiveness of ideological and political education courses, the imbalance between theoretical indoctrination and practical guidance is the core issue. Most ideological and political courses in colleges and universities still focus on classroom lectures, reducing the spirit of struggle to conceptual theoretical knowledge and lacking in-depth integration with real life. At the same time, the disconnect between role models and reality has further aggravated this problem. Some of the struggle role models promoted in ideological and political education either place too much emphasis on "sacrificial" dedication, or have a large gap with the growth background, interests and needs of "post-2000" students, and cannot arouse emotional resonance.

At the level of the awards and excellence evaluation mechanism, the orientation bias of "performance first" has seriously distorted the connotation of the spirit of struggle. At present, in the scholarship evaluation and honor selection of most colleges and universities, academic performance (grade points) accounts for an excessively high proportion, and has even become the core and only criterion, ignoring the dimensions of students' social practice, volunteer service, innovative practice, etc. that reflect the struggle process. Under this mechanism, students gradually form the goal of "achievement only". Some students even engage in behaviors such as "utilitarian learning" and "coping-based practice" in pursuit of high grade points.

3.3. Individual Dimension: Limitations of Individual Cognition and Growth Environment

The cultivation of a permanent fighting spirit not only relies on the guidance of the external education system, but is also profoundly affected by individual cognitive levels and growth environment.

From the perspective of staged struggle burnout, some college students have weak ability to resist frustration and lack a sense of purpose, which is closely related to "over-protection" or "utilitarian expectations" in family education. On the one hand, most post-2000 college students

are only children. Some families are too risk-averse during their growth and solve various problems in their children's studies and life. As a result, they lack practical opportunities to face setbacks and have weak ability to resist setbacks. On the other hand, some families simply equate educational achievements with "utilitarian goals" such as scores and admission to higher schools. As a result, after college students complete staged goals such as college entrance examinations, if they fail to establish new value pursuits, they will become confused due to a lack of sense of purpose.

At the level of difficult choice syndrome, the root cause of the lack of ideals and beliefs lies in the "over-protective" parenting style passed down from generation to generation in the family. Many families are too dominant in key decisions such as their children's major choice and development direction, leaving college students in a state of "passive acceptance" for a long time. They lack a clear understanding of their own interests and abilities, and it is difficult to establish ideals and beliefs that are consistent with personal values.

4. Guidance Path: Transformation Strategy from "Flat Narrative" to Conscious Struggle

4.1. Strengthen Ideological Guidance: Build A Solid Theoretical Foundation for the Spirit of Permanent Struggle

On the one hand, we promote the practical reform of ideological and political courses, develop special special courses on the spirit of struggle, and integrate the cultivation of the spirit of struggle into "project-based learning", such as setting up "rural revitalization practice courses" and "scientific research innovation workshops" to allow students to participate in grassroots research and technical research and transform theoretical cognition into practical actions; at the same time, update the content of role model education, and launch special interactive courses on Internet crash culture and negative information penetration, combining hot issues of concern to the "post-00s" and typical cases around them to deeply explain the contemporary connotation of the permanent struggle spirit.

On the other hand, colleges and universities should continue to reform the award and evaluation mechanism to provide institutional guarantees and environmental support for the cultivation of college students' permanent struggle spirit. By reconstructing the evaluation index system, the limitation of "performance points only" is broken and the dimension of struggle process is incorporated. Concrete the "spirit of struggle" into a quantifiable and observable evaluation element, weaken the absolute dominance of academic performance, and adjust the proportion of evaluation; innovate evaluation methods and implement "dynamic tracking + multi-party collaboration" to ensure comprehensive evaluation. In order to avoid "one-time result evaluation" from covering up students' struggle process, students' struggle and growth files can be established and dynamic tracking and evaluation can be implemented. At the same time, we will improve the feedback mechanism, ensure transparency, and establish a normalized feedback mechanism to make the mechanism more relevant to students' actual conditions during dynamic adjustments, enhance students' recognition of the mechanism, and then actively respond to the guidance of the mechanism with striving behaviors.

4.2. Build a Practical Platform: Cultivate The Consciousness of Permanent Struggle in the Unity of Knowledge and Action

On the one hand, colleges and universities should rely on social practice, scientific research innovation, grassroots services and other carriers to anchor national development needs and student growth pain points, create a broad-covering and highly targeted practice platform matrix, and rely on professional tutor groups to provide full-process support. Through multi-dimensional practice, we help students get rid of the "flat narrative" state, clarify their career

direction, reshape personal ideals and beliefs, and enhance the sustainable motivation for struggle in practice.

On the other hand, in the process of practice, it is necessary to cultivate students' closed-loop thinking from overcoming difficulties to achieving results to deepening cognition, helping students to escape the limitations of "utilitarian struggle" and shift from "working for scores" to "struggle for value", and finally form the consciousness of active struggle and long-term struggle in the integration of knowledge and action, inject lasting power into the cultivation of a permanent struggle spirit, and complete the leap from "standing" to "running".

4.3. Build a Collaborative Mechanism: Gather The Joint Educational Efforts of Family and Society

On the one hand, colleges and universities should strengthen communication with families, establish normal home-school communication channels, solve the pain points of some family education deviations and insufficient psychological support for students, and guide parents to establish a scientific concept of success. By holding parent schools, parent meetings, etc., we promote scientific educational concepts to parents, so that parents realize that the growth of their children is not only the improvement of academic performance, but more importantly, the cultivation of their moral character, ability and fighting spirit. At the same time, we discuss with parents how to deal with their children's addiction and guide them to establish lofty ideals and set goals. It is necessary to pay close attention to the mental health of students, work together to resolve the psychological burden caused by "worry about living up to family expectations" and "self-denial in the face of setbacks", etc., and provide stress relief services to help students cope with various pressures in study and life. Through psychological co-education between families and universities, we help students establish a stable emotional core and provide psychological support for continued struggle.

On the other hand, colleges and universities should strengthen cooperation with society and promote the in-depth connection between social resources and educational needs. Provide students with internship and practice positions that are "participatory, guaranteed, and capable of growth" and build a "youth struggle support system", such as employment assistance, entrepreneurship incubation, etc., to reduce the costs and risks of struggle. Colleges and universities provide precise employment and entrepreneurship guidance according to the needs of different students, such as "job training camps". By clarifying career plans, accumulating practical experience, and improving personal cognition, they help students clarify their personal growth paths and establish ideals and beliefs that are consistent with their personal values. At the same time, they reduce the threshold of struggle and trial and error costs for entering society. In addition, it is necessary to strengthen the leading role of role models, and regularly invite "five elders" personnel, national labor models, industry leaders, outstanding young entrepreneurs, etc. to colleges and universities. Through the "Struggle Story Sharing Session" activities, the struggle process is told with personal experience, so that college students can feel the value of struggle in live cases, clarify the direction of struggle, and transform the power of external role models into internal motivation for struggle.

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