

# *A Study on College Students' Sense of Acquisition in Ideological and Political Theory Courses from the Perspective of Psychology*

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**Abstract:** The sense of acquisition in ideological and political theory courses for college students is a key indicator of the quality of ideological and political work in colleges and universities, and it is the direction in the teaching reform of ideological and political theory courses. From the perspective of psychology, the study attempts to construct the basic connotation of the sense of acquisition in ideological and political theory courses in colleges and universities, and proposes ways to improve the sense of acquisition in ideological and political theory courses from four aspects: psychological needs, socialization process, teaching orientation and teaching effect.

## 1. Introduction

In 2017, the Ministry of Education clearly stated in the "General Plan for the Special Work of the Year of Teaching Quality of Theory courses of ideology and politic in Colleges and Universities" that "effectively enhance students' sense of acquisition in ideological and political theory courses ". The "Basic Requirements for the Teaching of ideological and political theory courses in Colleges and Universities in the New Era" issued by the Ministry of Education in 2018 requires "continuously improving college students' sense of acquisition of ideological and political theory courses ". The sense of acquisition is not only an important yardstick for testing the quality of ideological and political theory courses, but also a key topic in the teaching reform of ideological and political theory courses in colleges and universities.

## 2. Research status

In CNKI, with "ideological and political theory course + sense of acquisition" as the title search terms, a total of 372 articles were retrieved. The researches on this topic started in 2016, and the trend is increasing year by year. However, "ideological and political theory course" and "sense of acquisition" are Chinese native concepts, and cannot be directly equated with "sense of happiness" and "feeling of subjective quality" in foreign countries <sup>[1]</sup>, so there is no relevant foreign language literature.

Regarding the category of "the sense of acquisition in ideological and political theory courses ",

researchers have not yet reached a consensus and have not expressed it uniformly. They all tend to construct the structure of the sense of acquisition from the aspects of epistemology, values, methodology, and practice theory.

The research results on "the current situation of college students' sense of acquisition in ideological and political theory courses " are divided into two categories due to different research methods: the first, most journal papers adopt the method of speculative, summarizing the current situation, problems, reasons and countermeasures of college students' sense of acquisition in ideological and political theory courses. However, by reasons of the different definitions for "college students' sense of acquisition in ideological and political theory courses" and the different connotations, the descriptions of the current situation are also different. The second, most dissertations and a few journal papers adopt empirical methods, compile questionnaires by themselves, and obtain survey results through quantitative analysis. However, they are all based on their respective understandings of "college students' sense of acquisition in ideological and political theory courses ", so there is no standardized questionnaire, no unified dimension description of the status quo, and even the conclusions are contradictory <sup>[2]</sup>.

Based on the above researches, it is also worth exploring from the perspective of psychology to construct, excavate, and improve the connotation and improvement of college students' sense of acquisition in ideological and political theory courses.

### **3. The Meaning of College Students' Sense of Acquisition in ideological and political theory courses from the Perspective of Psychology**

"College students' sense of acquisition in ideological and political theory courses" is based on the needs of college students' self-identity development. Scientific teaching methods are adopted in course teaching to implement social influence on their social cognition and social attitude, so that college students will have positive feelings due to the acquisitions in thinking, cognition, emotion, will and behavior in the short term, and have positive experience in the long term due to the perfection of personality including values.

### **4. Paths to Improve College Students' Sense of Acquisition in ideological and political theory courses**

#### **4.1 To Enhance the Sense of Acquisition of College Students' Courses of ideology and politic, it is Necessary to Adapt to the Psychological Development Needs of College Students**

One of the points of focus in setting up ideological and political theory courses in colleges and universities is the teaching tasks and goals of the courses, that is, to provide systematic Marxist theoretical education for college students and to cultivate newcomers to the era who are responsible for national rejuvenation. Another focus is on teachers of ideological and political theory courses. Some scholars believe that "the key to enhancing the sense of acquisition in ideological and political theory courses for college students lies in teachers" <sup>[3]</sup>. On this basis, we cannot ignore the third point of focus, that is, the psychological characteristics and needs of college students. According to Erik H Erikson's personality development theory, the main task of college students' personality development is the construction of identity, "including who I am, what is my value, and what kind of life I plan to live in the future...what about myself? It is a correct and realistic exploration that pushes people to make a variety of choices, including careers, interpersonal relationships, social participation, ethnic relations, gender orientation, and moral, political, and religious ideals."<sup>[4]</sup> Therefore, it is necessary to comprehensively understand the general psychological characteristics and real psychological needs of college students, so that ideological and political theory courses can be more targeted.

#### **4.2 To Enhance the Sense of Acquisition in ideological and political theory courses for College Students, it is Necessary to Pay Attention to the Process of its Social Impact**

The teaching in ideological and political theory courses is not individual teaching or individual learning, nor is it a program that operates according to settings. Students and teachers are people in society, the content of ideological and political theory courses is the thoughts about human society, the teaching process is a social activity. Therefore, it is necessary to fully consider the social psychological factors. From the perspective of social psychology, the essence of college students receiving ideological and political education is a socialization process, that is, the process of developing from a natural person to a social person. It is an individual through interaction with society, adapting and absorbing social culture, becoming a process of qualifying members of society<sup>[5]</sup>. The ideological and political theory courses shoulder with the responsibility of promoting the moral socialization and political socialization of college students. Methods such as media publicity, role-playing, group influence, and activity participation are all conducive to the formation and change of social attitudes, which provide a basis for us to take good ideological and political theory courses. At the same time, ideological and political theory courses are also a process in which social groups have a social impact on college students. We must pay attention to the phenomenon of social facilitation and social inhibition, prevent social loafing, and enable college students to accept group norm better.

#### **4.3 To Enhance the Sense of Acquisition in ideological and political theory courses for College Students, it is Necessary to Adopt a Teaching Theory that Combines Philosophy and Science**

The teaching effect of ideological and political theory courses has been significantly improved with the reform, but when summarizing the experience, some focus on the philosophical level, and some are based on personal experience, resulting in ambiguous concepts and lack of operability in teaching practice. In fact, according to the theory of "task analysis didactics" in educational psychology, there are different types of learning, and different types of learning results, learning processes and conditions for effective learning are also different. Teaching must be based on different types of learning rules, design of processes and teaching methods and evaluation of teaching outcomes<sup>[6]</sup>. Then we need to clarify the content of ideological and political theory courses, which is the learning of declarative knowledge, which is the learning of procedural knowledge, which is the learning of cognitive strategy, which is the learning of thinking and problem-solving, and which is the attitude and moral learning. On this basis, teaching design is carried out according to the corresponding teaching rules. At the same time, important factors affecting learning should also be considered: the original knowledge and learning transfer of college students in ideological and political education, the characteristics of college students' cognitive development, individual differences, learning motivation, class atmosphere, quality of teachers, characteristics of the Internet + era, etc.

#### **4.4 To Enhance the Sense of Acquisition of College Students' ideological and political theory courses, it is Necessary to Take into Account Both Short-Term Benefits and Long-Term Impacts**

The inspection of the sense of acquisition in ideological and political theory courses cannot be limited to the current course or the moment after the courses, that is, the changes or acquisitions of college students in short-term cognition, emotions, behaviors, etc. At the same time, we should also pay attention to the relatively stable and lasting part of the psychological structure—personality, the long-term impact after the completion of ideological and political theory courses. Regardless of genetic factors and biological basis, an individual's personality is largely socially shaped. Both macro

and micro social contexts have played an important role in the formation and development of personality in the past and present. The macro social background refers to factors such as historical background and social class, and the family, peers, schools, classrooms, and mass media belong to the micro social background. On the one hand, the rapid development and expansion of China created by the theory of Marxism and socialism with Chinese characteristics in the new era has branded the personality of the college students with the society and the times. On the other hand, college students acquire ethnic identity and acculturation. The highest level of personality is values, which influence behaviors through decision-making. The fast-changing of modern China has brought us into an era of collision and fusion of Eastern and Western, traditional and modern values. Materialism originated from the Western cultural background emphasizes that material wealth is the center of life, while Machiavellianism emphasizes unscrupulous means to achieve ends. Confucianism relationalism and Taoist naturalism are rooted in traditional Chinese culture <sup>[7]</sup>. All of these have a great impact on the values of contemporary college students. They need and deserve access to socialist core values.

## **5. Concrete Measures**

### **5.1 Conducting Special Investigations to understand college students**

Questionnaire survey and in-depth interview are conducted among college students, ideological and political theory teachers and related managers. We should understand college students' preference for teaching contents and methods, such as teachers explaining book knowledge by combining current events with hot issues, using multimedia equipment to teach, and making the class more lively. We also need to understand college students' preference for teaching organizing and implementation, such as teachers paying more attention to solving students' doubts, interacting frequently with students in class, controlling the class effectively, assigning homework after class and so on. It is necessary to understand students' self-evaluation of the sense of acquisition in ideological and political theory courses. Whether it has enhanced moral and legal consciousness, increased historical knowledge, strengthened faith, deepened understanding of the socialist system, and solved the inner perplexity.

### **5.2 Improving the quality of teachers to approach college students**

Teachers of ideological and political theory courses should enhance their professional identity, keep a positive attitude in teaching and enjoy the joy of education. Therefore, students can enhance the sense of respect for ideological and political teachers, the sense of identity of ideological and political theory courses, and the sense of trust in ideological and political education. In the age of new media, teachers and students can speak freely with the help of virtual space. College students are more fond of the concise and humorous network language, so teachers should enter the online discourse space of college students, realize the effective integration of terminology and network language, establish a harmonious relationship between teachers and students, so as to create a teaching atmosphere in which teachers and students participate, discuss harmoniously and learn together, and fully enhance students' sense of acquisition.

### **5.3 Reforming of teaching to attract college students**

One is to reduce class size. In the past, ideological and political theory courses were filled with one or two hundred students, making it difficult for teachers to have deep interaction and for students to feel involved. Therefore, it is very necessary to realize the small class teaching. Second, enrich the classroom form. Discussion, debate, experience, practice, etc. can be conducted on the basis of

theoretical teaching. Third, innovate assessment methods. The current assessment method of ideological and political theory courses is still closed book examination, although convenient, but can only examine students' theoretical knowledge. Therefore, students can be encouraged to combine their own interests, professional characteristics and current events and adopt various forms such as making micro films, carrying out public welfare activities and practical experience, so as to give full play to students' enthusiasm, initiative, participation and creativity.

## 6. Conclusions

The research on the sense of acquisition in ideological and political theory courses can be carried out not only from the field of Marxist theory, but also from the perspective of other disciplines such as psychology. Guide the research on teaching objects with the theory of developmental psychology, emphasize that teaching is the essence of the socialization process with the results of social psychology, use the laws of educational psychology to standardize the teaching process, and use the conclusions of personality psychology to consolidate the long-term influences of courses of ideology and politic. We can conduct special investigations, improve the quality of teachers and reform of the teaching to enhance the sense of acquisition in ideological and political theory courses for college students.

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