

The Application of “Johari Window” in the Ideological and Political work of Sino-foreign Joint-education Programs

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Abstract: With the acceleration of globalization and the deepening of China's education system reform, the role of Sino-foreign Joint-education Programs in introducing international high-quality education resources and innovating the system and mechanism of international talent training has become increasingly prominent, which has attracted more and more attention of domestic universities. Through the tool of Johari window, this paper explores the methods of doing well the ideological and political education of Sino-foreign cooperation in running schools, and implements the basic task of Building Morality and cultivating talents.

1. Importance of ideological and political work in Sino-foreign Joint-education Programs

After China's accession to the WTO, China has fully opened its education. As of 2019, there have been 2,405 Sino-foreign joint-education institutions and programs approved by the Ministry of Education and various provinces and cities, and the cooperation entities have covered as much as 36 countries and regions and more than 800 foreign colleges and 700 Chinese colleges. Each year all institutions and programs enroll more than 150,000 people. ¹Currently, there are more than 600,000 students and more than 2 million graduates of those institutions and programs. As an integral part of China's educational undertakings and an important form of education opening up, Sino-foreign joint-education institutions and programs have gradually moved from single educational cooperation to a national strategic height of international talent training and the promotion of Sino-foreign humanities exchanges.

On the one hand, Sino-foreign joint-education institutions and programs are located in China, and the main students are Chinese. Their identification of ideals and beliefs, and their attention and investment in the cause of socialist modernization, are related to the prosperity and development of the socialist cause with Chinese characteristics, the sustainable progress of our party's governing the country and revitalization of the Chinese nation. On the other hand, Sino-foreign joint-education institutions and programs is a new model of higher education in China. Most of them are in the initial stage or developing stage with a relatively low percentage to the total number of students at the campus. Thus, the ideological and political education of students still maintains the mainstream work mode and is a lack of pertinence. In addition, foreign ideological education is mainly carried out through religious education and civic education in invisible forms, and the means of transmission are more lifelike and hidden. Young college students are at an important period when values are formed, which is prone to conflict and confusion.

In 2017, China issued the “Opinions on Strengthening and Improving the Ideological and Political Work of Colleges and Universities in the New Situation”, which mentioned: “We attach

¹ data sources :Information platform for supervision of Chinese foreign cooperation in running schools of the Ministry of Education

great importance to party construction, ideological and political work in private colleges and universities and Sino-foreign joint-education institutions and programs, and explore an effective way to exert the critical role of party, improve policy and financial support to create good conditions for strengthening and improving ideological and political work in colleges and universities.” Therefore, universities that carry out Sino-foreign joint-education institutions and programs must firmly adhere to the original purpose and mission of “cultivating builders and successors for socialism,” and insist on “people-oriented, equal mutual learning, openness and tolerance, mechanism demonstration, multilateralism with us privileged, and innovation”. Under the leadership of the party, we should spare no efforts to undertake ideological and political education for those students, laying a solid foundation for achieving the two-hundred-year struggle goals and the great rejuvenation of the Chinese nation.

2. Application of Johari Window in Ideological and Political Work

2.1 Johari Window

In the 1950s, Joseph Luft and Harry Ingham, American psychologists, jointly studied the psychological communication tool, Their research results were merged under the names of two people— “Johari Window”. which is widely used in organizational management, social etiquette, business negotiation, psychological quality training and other fields. Johari window is not only a communication tool, but also a management model. In many enterprises, it is used to analyze and train the self-awareness of personal development, as well as to coordinate the interpersonal relationship, information exchange, team development, organizational motivation and trust relationship in the organization.

The tool can rearrange the four elements: self, others, known, and unknown, and there are four areas listed as “Arena, Facade, Blind Spot and Unknown”. In the Arena zone, I know, others know; in the Blind spot, I don’t know, others know; in the Facade zone, I know, others don’t know; in the Unknown zone, I don’t know, others don’t know. (see figure1)

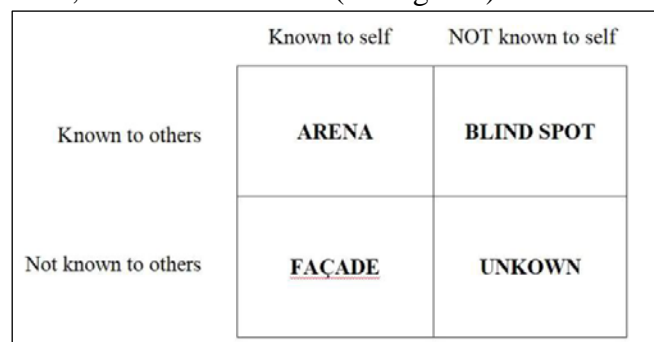


Figure1 Johari Window

Effective communication takes place in the arena area. At present, most of the communication between teachers and students cannot be directly expressed or the feedback of the other party is not well obtained, resulting in the communication often in facade and blind spot areas. According to the principle of Johari Window, in order to understand each other, we must first open ourselves; in order to gain the respect of others, we must first respect others; we should recognize and help others, sincerely soliciting their opinions and opinions, then we will receive good feedback and learn more about yourself from others. On the premise of protecting the vital interests of the self and respecting the fundamental interests of others, with certain concessions, compromises and tolerance, communication can take place in the open area. From the research, Johari Window focuses on human behavior, the development of interpersonal relationships, communication and even the development of organizations. Through analysis and training, we can develop personal self-awareness, enhance information transmission in communication, and promote relationships, organizational development.

Ideological and political education is the process of transmitting and receiving information

between educators and educated people. Therefore, communication is the premise and basis for good ideological and political education. Effective ideological and political education emphasizes the process and result of the transmission and reception of information.

2.2 Group characteristics of students of Sino-foreign joint-education institutions and programs

Sino-foreign joint-education institutions and programs are known as the experimental area of Chinese higher education, and students have obvious group characteristics. It is mainly reflected in the “four highs and four lows”. The average financial status of student families is higher than that of full-time student families. The student's original family situation is complex, sensitive and vulnerable, and emotional needs are high; flexible mind, distinctive characteristics, multiple needs for development and adaptation ability (high); generally low entrance grades, pressure from courses, and learning difficulties; low political needs of students; laziness, poor organizational discipline (low); low sense of belonging; lack of hardworking spirit (low). Regardless of the “single campus” or “dual campus” training mode, those students are in the blending of Chinese and Western teaching and education models, language and culture, the diversity of values and the blending of Chinese and Western cultures. The education model requires more enthusiasm, emotional and time investment of the counselor. If the students’ ideological and political education still mainly follows the traditional education management model, When students face these conflicts and collisions, counselors do not regard themselves as the analysts and mediators of the conflicts, but expect to win the educational trust of college students with a large amount of "preaching", ideological and political work will become very difficult, and even because of the cultural standpoint and cultural concept constraints, It will cause intensified conflict, and then students psychological loss in the process of receiving education, and gradually evolve into the negative treatment and tired coping of Ideological and political education, reducing the effect of education.

In the new era, China’s education policy has gradually transformed to emphasize the individual development of students. In the past, students were often regarded as a member of the collective, emphasizing nationalization and socialization. In the future, more emphasis will be placed on individualization. Individual training, education and development will be the focus.

The Characteristics of Ideological and political work in Sino-foreign joint-education institutions and programs and China’s education policy trends point to the development of students’ personality, respect for students, and establish an equal teacher-student relationship with them. Johari Window provides an ideal theoretical guidance for the ideological and political work of those students characterized by “low academic performance, lack of discipline spirit, poor dormitory environment and interpersonal relationship”.

2.3 The application of Johari Window

General Secretary of CPC Central Committee Xi Jinping pointed out that good ideological and political work should work like salt, but people cannot only eat salt. The best way is to dissolve the salt in various foods and naturally be absorbed. In most China’s colleges and universities, the counselor is the main force for the work of students’ ideological and political work. Their working methods are closely related to the results of ideological and political work. To make ideological and political work root into students’ spirit, the counselors need to establish a good interactive relationship with students, that is being the friends of students and then being the teachers of them.

The relationship hierarchy diagram above shows that for students to truly accept the management education of the counselor, the teacher-student relationship should be at the third level, that is, “general friends”. At this level, teachers and students can share their ideas. (see **figure2**)

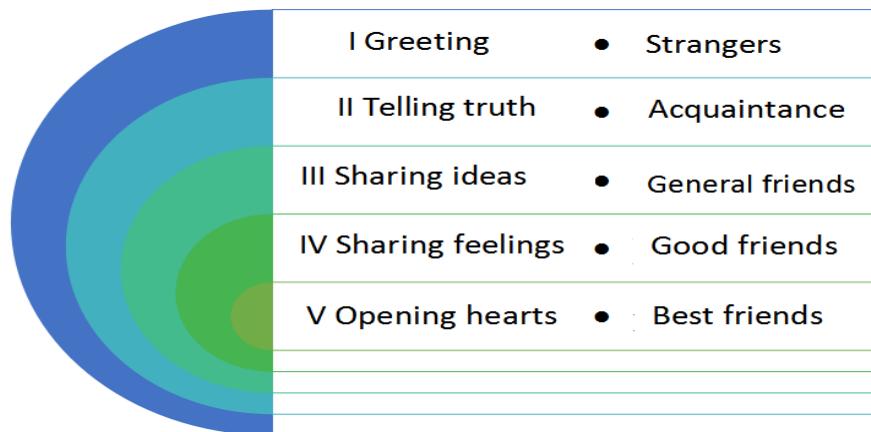


Figure 2 Relationship hierarchy diagram

Fundamentally, human beings are the center of ideological and political work. In the communication between teachers and students, the positive and ideal change trend is the continuous expansion of the open area while other areas become smaller or even disappeared. In this dynamic process, everyone can have a better understanding of self.

The counselor can present the true self to the students, fully display the charm of personality, generate a certain affinity, and show the beauty of humanity in ideological and political work. In the process of ideological and political education, only when the educator and the educated establish an equal and interactive relationship, and communicate with each other in a sincere and trusting manner, can they resolve the ideological doubts of young students, thus conflicts will be reduced and consensus and cooperation are formed. There are two ways to enlarge the open area. One is to turn the hidden area into an open area. The method is to communicate with students, reveal themselves, and counselor's appropriate telling of life experience is also a very effective way to communicate. The other is to turn the blind area into an open area by listening to the others' feedback. (See figure3)

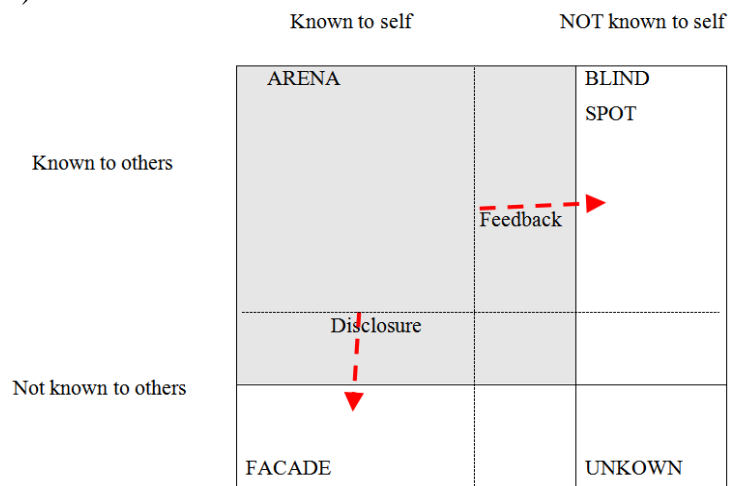


Figure3 Expand arena

The counselor should discovery that students from Sino-foreign joint-education institutions and programs generally have a good family background, strong personality, sluggish, weak organizational discipline, and many bad habits. Therefore, their talents, abilities, and advantages are often actively or passively placed in the areas of hidden, blind, and unknown. They are often labeled as mavericks. So timely, meticulous and patient attention and companionship are important for them. Establishing a sincere friendship with them can make up for the emotional indifference in their growth and help them abandon bad thoughts, habits and attitudes, and gradually regulate and restrict their behaviors, and generate their collectivism. In addition to the edification of the traditional ideological and political education of universities, the counselor should treat the students

with calmness, openness, respect and understanding, and allow the students to retain their views and attitudes under the right direction in the overall situation, to make them learn scientific and objective analysis and judgment in the collision of multiculturalism, and gradually establish a correct outlook on life, values and world outlook. Keeping an eye on students' academic performance and some of their bad habits will always slide the teacher-student relationship to the second or even the first level. The potential area also allows the counselor to see that every student has his own personality and potential, so he can think about whether I have mobilized the enthusiasm of these students to the maximum in my work and whether I have provided a suitable platform and conditions for the growth of these students.

Johari Window also tells us that the unknown area is also a potential area. Everyone has an unknown area in self-cognition, that is, there is potential to be developed and talent assessment technology can be appropriately introduced.

From the perspective of psychology, the talent assessment has four dimensions of tests: the personality test (such as 16PF, MBTI, CPI, etc.), the aptitude test, the vocational adaptability Test (such as career anchor, professional interest, etc.) and the management behavior test. The four dimensions of tests have their own focuses, but they can strengthen people's self-awareness from different perspectives. The tests can help the counselor have better understandings of their own strengths, interests, and disadvantages. Through the test, students can better understand their natural qualities, better understand themselves and accept themselves. At the same time, they can plan and design their careers based on their talents and traits. the counselor can make use of their advantages and bypass their disadvantages, and improve their working efficiency.

Therefore, Johari window can help counselors to constantly recognize and improve themselves in their work and life. Strengthen the Sense of Responsibility for the Times ,Improve working ability, understand students, respect students, think in other places stand on the students' position, view and analyze problems with the perspective of dynamic development, and strive to create a happy learning and living environment for students and create good growth for students Space and Govern the Work of Idea and Politics Well in Sino-foreign Joint-education Programs under the New Situations.

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