

The Sense of Acquisition of Ideological and Political Education among College Students

Kai Lu^{1, a}

¹School of Marxism, Wuhan University of Technology, Wuhan 430070, China.

^alk1159606006@163.com

Abstract

In the era of information fragmentation, many things are "fragmented", including human cognition, emotion and value, which directly affects the sense of attainment of ideological and political education. People based on reality, with the theory of human needs and relative deprivation, provide academic support for the fragmentation of college students' ideological and political education. It challenges the students' sense of actual cognition, subjective experience and value identity, and provides infinite possibilities for teachers to innovate teaching resources, methods and models of ideological and political education. Ideological and political educators should follow the logical sequence from part to the whole, adhere to the organic combination of "fragmentation" practice and "integration" practice, make good use of the characteristics of the "fragmentation" era, and effectively enhance the sense of acquisition of college students' ideological and political education.

Keywords

Ideological and political education; fragmentation; college students; sense of gain.

1. Introduction

Since the implementation of the "General Plan for the Special Work for the 2017 College Ideological and Political Theory Course Teaching Quality Year", the ideological and political theory courses in colleges and universities have been guided by "improving the quality and level of ideological and political courses, and enhancing the sense of acquisition of college students", and continuously strengthened the ideological and political education. Affinity and pertinence. [1] It has achieved outstanding results in strengthening the Marxist ideals and beliefs, patriotism, and socialist core values of college students. However, because the ideological and political education itself is still in the period of "discipline to science" development and perfection, there are still some deficiencies, coupled with the influence of the individual needs of college students and the multiple social values, the sense of acquisition of college students' ideological and political education tends to be "fragmented". The so-called "fragmentation" originally means that the complete thing is broken into many pieces, and it extends to the "fragmentation" of the sense of gain in ideological and political education, which means that the sense of complete ideological and political education is broken into many sense of gain experiences. The ideological and political course builds a complete sense of ideological and political education for college students, and under the influence of many elements, the ultimate sense of ideological and political education of college students is "fragmented", which affects the effectiveness of ideological and political education. . Therefore, exploring the "fragmentation" of ideological and political education has strong theoretical significance and practical value.

2. Theoretical Reasons: "Need" and "Deprivation"

The sense of acquisition stems from human needs, and both the material and spiritual needs are indispensable. The sense of gain can only be satisfied in a certain social relationship. Relative exploitation is inevitable in social relationships. Affected by fragmentation, the need and exploitation of sense of gain are more obvious. The theory of human needs and the theory of relative deprivation are reflecting the development of the sense of acquisition of college students' ideological and political education in the context of fragmentation.

2.1. Human Needs Theory

Need is the essence of human beings, and needs produce social relations and the source of power for human and society to move forward. As mentioned by Marxism, "the only link that connects people and society is natural inevitability, needs and private interests." [2] Social relations are essentially needs relations, and are the product of the interaction of individual needs. Marxism divides individual needs into survival needs, enjoyment needs, and development needs. The three are not only a progressive relationship of "satisfaction-rebirth" to needs, but also a staggered development relationship of "you in you and you in me". Survival needs are relatively elementary, which is a more simplistic natural reflection; enjoyment needs are transitional and a reflection of subjectivity; development needs are relatively superlative, and are the overall pursuit of the rich nature of human beings. In contrast, the psychologist Maslow constructed a "pyramid" hierarchy of needs theory, which has a clear sequence and is out of touch with social reality. Human needs are not isolated and static abstract existences, but real existences that are constantly evolving in individuals and society. Continuously meet needs in practice, and continue to obtain in meeting needs. Marx pointed out: "The first need that has been met, the activities to meet the need, and the tools that have been obtained to meet the need will cause new needs." [3] is accompanied by the satisfaction of needs. The first is For the materialized satisfaction of physiological needs, the deeper is the emotional pleasure and value recognition, that is, the sense of acquisition. The satisfaction of needs also transfers the characteristics of needs to the sense of gain. "In the real world, individuals have many needs." These needs are not all complete or exist in a system, but more and more with the development of society. The need for diversification is still diversifying, which leads to the continuous refinement of the sense of gain.

Human needs are not isolated but rich. "The degree to which humanity develops will also develop to what degree needs." [4] This makes the contradiction between the richness of individual needs and the stability of social needs inevitable, and individual needs Shattered by social needs. "Human is an animal with constant demand, except for a short period of time, it rarely achieves complete satisfaction"[5]. If so, the sense of acquisition is short-lived and incomplete. In other words, before the realization of free and comprehensive development, the sense of acquisition mostly exists in the form of "fragmentation".

2.2. Relative Deprivation Theory

"Deprivation" here refers to a sense of relative deprivation. Morton defines it as the inconsistent cognition of value expectation and value ability relative to a certain frame of reference, that is, a psychological feeling of being deprived. [6] This frame of reference can be time, place, people, events, etc., or it can be its own state. Runciman divides relative deprivation into individual relative deprivation and group relative deprivation, and compares relative deprivation horizontally and vertically. Horizontal relative deprivation is the comparison between individuals or groups, and vertical relative deprivation is the comparison of different states of individuals or a group at different time nodes. [7] Relative deprivation is a social psychological phenomenon based on the inconsistency of value expectation and value ability, which leads to people's love of cognitive deviation, emotional deviation and even action deviation, which can

be achieved through the "cognition-emotion-action" three-dimensional structure Model to understand. Relative deprivation is mainly manifested in emotional deprivation and value deprivation, which is a sense of gap between people's subjective will and is implicit. In the process of social development, people will gradually generate some emotional cognition and value cognition. As these emotional values are strengthened or weakened, they build their own cognitive system. When people recognize and judge the specific manifestations of social existence, the relative deprivation automatically plays a role, guiding people to make choices, and thus affects the formation of attitudes. This affects the formation of the sense of gain to a certain extent. If the sense of gain is regarded as the positive electrode, the relative deprivation sense is the negative electrode. Of course, it also has a certain positive effect. The battery cannot release energy without the positive and negative electrodes. For example, Marxism believes that the improvement of people's class consciousness is based on a deep understanding of the sense of deprivation, which is the growth from "freedom" to "for oneself."

Ideological and political education also plays the role of transforming "individual" into "for oneself". Ideological and political education uses socially recognized emotional cognition and value identification to "reform" or "deprive" the original cognitive system of individuals to achieve enlightenment. purpose. Correspondingly, the individual's sense of attainment in ideological and political education is formed based on the sense of relative deprivation, which also leads to the ideology and value concepts to be transmitted by ideological and political education that cannot be fully received effectively, and even excluded. The many conditions of relative deprivation affect people's conscious and selective acquisition of emotional experience, cutting the sense of acquisition into many small pieces and pieces.

3. Reality Representation: "Challenges" and "Opportunities"

With the continuous refinement of the social division of labor, people need to be more diversified, and "fragmentation" has become a social trend. The trend of "fragmentation" is an unavoidable challenge for ideological and political education, and it also provides a beneficial exploration path for new developments in ideological and political education. Ideological and political education should grasp the subject of this era, effectively enhance the sense of acquisition of ideological and political education of college students, and add assistance to the realization of the fundamental task of establishing morality and fostering people.

3.1. Realistic Challenge: he Students' Sense of Gain in Ideological and Political Education Is Weakened

In the era of "fragmentation", many existences are fragmented and refined. Ideological and political education is facing many challenges brought about by "fragmentation", which to a certain extent makes the sense of gain of ideological and political education "discounted". College students' sense of attainment in ideological and political education is like a "greenhouse flower", unable to withstand external "wind and rain", which is characterized by actual cognitive deviation, poor subjective experience, and lack of value identity.

First, there is a certain deviation in the actual perception of college students. Affected by fragmentation, college students are accustomed to the "short, small, and fast" way of receiving information, and the effect of ideological and political education in transmitting value theory through the traditional grand narrative structure is weakening. College students lack a comprehensive and scientific understanding of the theoretical system and knowledge structure of ideological and political education, and they have a one-sided understanding and absorption of the content of ideological and political education. It just stays in the learned cognition, which leads to deviations in the cognitive self and cognitive society, and leads to the distortion of the actual cognition of ideological and political education.

Second, college students have a poor sense of subjective experience in ideological and political teaching. The positioning of ideological and political courses is different from knowledge courses. Its fundamental task is not to impart knowledge, but to educate people with ideals, beliefs, and moral character. The acquisition of ideological and political teaching content by college students does not mean the acquisition of inner emotions. When the supply and demand of universal content and individual needs are different, teacher emotions and student emotions cannot resonate, and actual acquisition is separated from subjective somatosensory. The subjective experience gains will be reduced, and even reverse phenomena will appear.

Third, some college students wavered in their sense of identity with the values of ideological and political courses. College students have established a sense of value identity through a series of ideological and political education, and they are not very strong in the face of the relative exploitation of information fragmentation. A large amount of fragmented information is disseminated in the real society and the network society. The value orientation of "sell traffic", "blog attention" and "seeking recognition" is sometimes incorrect, and even contradicts the mainstream value. And some college students are often easily driven by emotions and "brainwashed" by the seemingly beautiful "poisonous chicken soup", which leads to distortion, alienation, and deterioration of values.

In the era of fragmentation, the time and energy of college students are cut into many fragments. Life, study, and entertainment are also fragmented and mixed together. Their needs are either instantaneous or continuous, with obvious uncertainty. This has led to the characteristics of uncertainty, instability and instability in the sense of acquisition of college students' ideological and political education, which poses a challenge to the work of ideological and political education.

3.2. Opportunities for Development: Teachers' Main Body Innovates New Practices in Ideological and Political Education

Marxist philosophy asserts that everything has two sides. For ideological and political education, the era of fragmentation has brought certain challenges and created unlimited development opportunities. The fragmented characteristics of the times have effectively enriched the resources of ideological and political education and provided the possibility to enhance the effectiveness of ideological and political education in the new era. And combined with the fragmentation of college students' ideological and political education, it provides a direct basis for improving the educational methods and teaching models of ideological and political education.

First of all, fragmentation provides the possibility to enrich the resources of ideological and political education and to provide contemporary resources for enhancing the sense of acquisition of college students' ideological and political education. In the ideological and political teaching system of "content is king", how the content of the teaching is directly related to the strength of college students' sense of gain in ideological and political education. This requires ideological and political courses to be based on the times, integrate fragmented resources and apply them to actual education work, so that the content of ideological and political education is "new ingredients, good taste, and good appearance", and effectively enhance the sense of acquisition of college students. .

Secondly, the fragmented characteristics of the era and the main body of college students promote the improvement and development of ideological and political education methods. Under the influence of the new crown pneumonia epidemic, the traditional "face-to-face teaching" has been transformed into an online network "point-to-point teaching" on a large scale. The classroom is "fragmented", and teachers and students are "fragmented". In order to ensure the timeliness and effectiveness of the sense of ideological and political education for college students, the Ministry of Education launched the "National Ideological and Political

Course on Epidemic Prevention and Control for College Students", and major colleges and universities also actively launched online ideological and political education and teaching, comprehensively using a variety of modern teaching Technology promotes new developments in ideological and political education.

Finally, the "fragmentation" feature highlights the subjectivity of college students and promotes the exploration of student-centered teaching models. Adhere to the student-centered teaching philosophy, take the classroom as the leading factor, and actively expand new models and channels of ideological and political education using platforms such as WeChat, Weibo, Zhihu, and Douyin. Fragmentation has given birth to new models of modern ideological and political education, such as "situation drama" education mode, "lottery" questioning mode, "barrage" questioning mode, etc., to grasp the characteristics of students, grasp the awareness of students, and meet the needs of students' subjectivity.

Under the "fragmented" era characteristics and academic characteristics, new requirements and new directions have been put forward for the development of ideological and political education. How to effectively use fragmentation and how to effectively integrate fragmentation to achieve the goal of enhancing the sense of gain in ideological and political education has become a new thinking for ideological and political educators.

4. Practice Talk: "Fragmentation" and "Integration"

Grasping the great opportunity of fragmentation and dealing with the risks and challenges of fragmentation are important conditions for enhancing the sense of acquisition of college students' ideological and political education. This requires ideological and political educators to make good use of the characteristics of fragmentation in the practice of ideological and political education, and carry out fragmented ideological and political education practices that are timely, flexible, and targeted, and effectively ensure that college students can gain what they learn and love. And optimize the integration of fragmented teaching practice resources, content, goals, etc., to melt the fragmented sense of gain into a holistic sense of gain, and realize the organic development of college students' sense of gain in ideological and political education.

4.1. Practice of "Fragmentation"

The era of fragmentation has profoundly affected people's thinking activities and social life. "The strong division of fragmented time and space makes people's ways of thinking and communication increasingly fragmented." [8] Fragmentation is in line with the emotional and social life of contemporary young college students. The dual needs of psychological self-expression and the pursuit of individuality, fragmented learning and fragmented entertainment have become the norm in college students' study and life. How to grasp the fragmented characteristics of the times and students, launch ideological and political education work in the new era, and then enhance the sense of acquisition of ideological and political education of college students has become an important practical topic.

First, based on the times, explore high-quality resources. In the era of information fragmentation, ideological and political educators should be good at discovering and developing fragmented resources, discovering the ubiquitous ideological and political education resources in life, and developing organic resources that are conducive to enhancing the sense of ideological and political education. For example, take a certain deed in the epidemic prevention and control struggle, use short videos, pictures, texts and other forms to highlight a certain value, turn it into an effective ideological and political education resource, and effectively enhance the sense of ideological and political education of college students.

Second, focus on students and select high-quality content. Ideological and political educators should focus on the actual needs of college students, under the premise of ensuring the

educational effect, fragment the content of ideological and political education, and select content that meets the physical and mental development of students. In the information age, ideological and political educators should choose content: the content should be correct and avoid using controversial content; the content should be true to avoid divorce from the students' real life; the content should be refined and avoid long-formedness; the content should be novel and avoid clichés. For example, in the education of ideals and beliefs, highlight the unity of personal ideals and social ideals, guide college students to clarify the social nature of personal ideals and beliefs, and raise the height of individual ideals and beliefs.

Third, focus on form and create an innovation platform. Ideological and political educators should be good at using modern diversified education platforms. Among the mainstream fragmented learning and fragmented entertainment platforms among college students such as MOOC, Chaoxing, Zhihu, WeChat, Weibo, and Douyin, according to the favorites of college students Forms, strengthen the construction of ideological and political education platforms. Propaganda and promote the core values of socialism through contagious short articles or short videos. For example, using the most popular Douyin short video software to create a work platform for ideological and political education, so that people can get something while resting and entertaining.

Fourth, commit to practice and deliver positive energy. Ideological and political educators should carry out ideological and political education practice activities while paying attention to society, caring for the times, and caring for students, grasp the characteristics of fragmentation, and find the entry point for work and teaching. Clarify the mix of fragmented resources, content, and forms, and ensure that ideological and political education is rational, well-founded, and orderly. In the practice of education and teaching, it is necessary to allow college students to enhance their sense of gain in fragmented learning, and build a sense of overall gain from points and areas.

4.2. "Integration" Practice

"Integration" and "fragmentation" are relative category concepts, and the opposition is unified in practice. From the perspective of process, fragmentation practice to integration practice reflects the practice from part to the whole; from the perspective of function, fragmentation practice and integration practice complement each other to a certain extent. "It is of great significance to innovate the integration of ideological and political education systems in colleges and universities from the perspective of system integrity", [9] is conducive to dissolving the differentiation and separation of sense of gain caused by fragmentation. Therefore, in order to further enhance the effectiveness and integrity of the sense of acquisition of college students' ideological and political education, ideological and political educators can carry out integrated practice from the three aspects of environment, media and mode.

First, integrate the fragmented environment and create a holistic environment. Adhere to the main classroom environment, open up diversified learning environments, integrate online and offline learning environments, classroom after-school learning environments, and on-campus and off-campus learning environments. Adhere to the main learning atmosphere, occupy the fragmented information position, make reasonable use of modern college students' life and leisure platforms, create a number of influential ideological and political education work platforms, strengthen the construction of educational content, and enable college students to gain something in relaxation and leisure. Obtained from interesting reading. The fragmented learning, living, and entertainment environments of the students are organically integrated to create a good environment that enhances the sense of acquisition of college students' ideological and political education.

Second, integrate fragmented media to create a coordinated form. The development of modern information technology has created many new teaching media and technologies, which have

become important aids to enhance teaching effects. Persist in the coordination and mutual advancement of traditional media and modern media, and coordinate traditional media such as television, newspapers, radio, and magazines with modern media such as smart phones, live webcasts, and self-media, adhere to the socialist ideology as the guidance, and do a good job of integrity and innovation. Use diversified platform forms to create an ideological and political education platform, build a college-level platform, a school-level platform, and a national platform.

Finally, integrate the fragmented model and innovate systematic teaching. The majority of ideological and political educators should be good at making comprehensive use of multiple teaching models, innovating education and teaching models, and meeting the needs of college students for reasonable development to the greatest extent. During the epidemic, ideological and political teachers actively innovated online teaching models, organically combining problem-oriented, flipped classrooms, group discussions, simulated classrooms, and two-way interactions, creating a "platform recording + content push + group discussion + online Q&A + Offline practice" online teaching mode. [10] Not only meets the diverse needs of students, but also practically implements ideological and political education, which guarantees college students' sense of gain in online classrooms.

The integrated practice, in simple terms, is the overall activity of integrating all elements to enhance the effect of ideological and political education, and maximizing the sense of acquisition of ideological and political education of college students. Integrated practice is not a "one-pot" or "hodgepodge", but a systematic and holistic organic fusion with clear levels and a clear purpose. It seamlessly connects many pieces and makes the sense of acquisition of college students' ideological and political education a lasting, effective, organic whole dynamic development process.

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