

Current Situation and Countermeasures of College Students' Psychological Cognition of Ideological and Political Theory Course in the New Era

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Abstract: *At the Symposium of school ideological and political teachers, it was pointed out that the teaching of Ideological and political theory course cannot be separated from the guidance of teachers. At the same time, we should increase the research on students' cognitive laws and acceptance characteristics, and give full play to students' subjective role. Taking the "the generation after 00s" college students as the research object, this paper explores the current situation of College Students' psychological cognition in the new era [1]. In adjusting the teaching strategy of Ideological and political theory course, teachers formulate the teaching plan of Ideological and political education according to the characteristics of students' psychological cognition, integrate the elements in line with the psychological characteristics of college students in the new era into the teaching classroom, and carry out educational activities in a way more acceptable to students. This is the internal logic of the teaching reform of Ideological and political theory course, It is also an inevitable requirement for college students to grasp the initiative of Ideological and political education and give full play to their subjective role in the new era.*

Keywords: Ideological and Political Theory Course; Psychological cognition.

1. INTRODUCTION

The National Conference on Ideological and political work in colleges and universities stressed the need to "improve the affinity and pertinence of Ideological and political education and meet the needs and expectations of students' growth and development". college students in the new era with "the generation after 00s" as the main body have group temperament and characteristics such as personalized value pursuit, autonomous learning style, online entertainment life, rational philosophy of life, pragmatic life ideal and so on. The ideological and political course is the main channel of Ideological and political education for college students. the current situation of psychological cognition refers to the psychological state of college students' emotional identification with the theoretical content, teaching methods and teaching process taught by teachers on the basis of their initial feelings of Ideological and political education. the teaching of Ideological and political theory course should learn from the psychological cognitive research of college students' learning subjects, meet the increasingly diversified psychological needs of college students in the new era, lead the education trend with more contemporary ideological and political education discourse, and further improve the teaching effectiveness of Ideological and political theory course [2].

Current situation of College Students' psychological cognition in the new era

Taking the "the generation after 00s" college students as the survey object, the anonymous survey was adopted. A total of 500 questionnaires were distributed, 500 were recovered, and 483 were effective, with an effective rate of 96.6%. the survey results show that under the trend of social value diversification, the thoughts of college students in the new era change rapidly, fluctuate greatly, have deep feelings and patriotic ideals, but lack firm determination and action power; Have a strong sense of social justice, but lack the spirit of struggle and sense of responsibility; Have a strong sense of competition, but the sense of self-discipline is not strong and the spiritual realm is not high; They are good at independent thinking, does not accept blindly indoctrination, and is used to identifying things with his own analysis, but their thoughts are easy to go to extremes, and their practical mentality and utilitarian ideological tendency are serious. the essence of college students' cognitive psychology of Ideological and political theory course is not only the further deepening and extension of ideological understanding, but also the rational acceptance of Ideological and political theory course from superficial perceptual cognition to deep level.

2. THE PRACTICAL MENTALITY IS STRONG, AND THE IDEOLOGICAL VALUE TENDS TO BE PRACTICAL.

"The generation after 00s" college students' cognition of themselves and society mainly takes practicality and utilitarianism as the starting point, and tend to use the original cognitive and empirical standards in their mind to judge the surrounding things and social implementation. the survey shows that college students will use the knowledge learned in the ideological and political theory course and life experience to make value judgment, but some students believe that the teaching content of the ideological and political theory course is lack of practicability and theoretical content. 57.06% of the respondents are still in the stage of knowledge memorization of the ideological and political theory, continue to use the learning mode of memorizing knowledge points, and the learning purpose is mainly to cope with the exam, In the process of learning ideological and political theory knowledge, they did not improve their moral character and comprehensive quality.

The significance of Ideological and Political Theory Course	Identification degree
Broaden knowledge, broaden vision and promote people's free and all-round development	74.2%
Ideological education necessary to realize national political rule	71%
Promote orderly social development	52.9%
Meet the needs of college students in their future study, work and life	58.3%
only useful for postgraduate entrance examination, civil servant qualification examination and so on	17.4%
all political theory preaching, meaningless	8.6%

2.1 Cognitive bias, lack of positive understanding of Ideological and political theory

Ideological and political theory course is a course that "the generation after 00s" college students really love and benefit for life, but some students recognize teachers more than the teaching content of Ideological and political education course. For the weakening of the moral value and educational significance of the ideological and political theory course, there are often two kinds of cognitive deviations. One is that the ideological and political theory textbook has strong ideological characteristics, coupled with the influence of adverse social thoughts, resulting in the wrong cognition that the ideological and political theory course is equal to the political name and ideological indoctrination [3]. Second, the contradictions and problems in reality have a great impact on the ideological concepts of college students. College students can not correctly analyze and interpret the problems with the teaching principles and contents taught in the ideological and political theory course. They will deny the teaching contents of the ideological and political theory course and think that it is only the idealized expression of the ideological and political theory knowledge, resulting in negative and pessimistic cognitive psychology.

2.2 Cognitive habits tend to fast food perception, lack of cognitive needs of Ideological and political theory

Ideological and political theory course has the characteristics of macro abstraction of teaching content and comprehensive and long-term teaching effect. Although there are practical teaching links, it is not interesting in general. When "the generation after 00s" college students know things, they are easily disturbed by the outside world and can not analyze problems comprehensively and systematically. In daily life, they recognize the society through the fast-food cultural reading of the network and new media. Compared with the relevant knowledge of the ideological and political theory course, they will think that it is lack of guidance for our own real life, and the theoretical guidance of classroom teaching is the stereotype of preaching, which leads to the students who the teachers say don't want to hear and the teachers who the students want to hear don't speak well.

Impression of teaching effect of Ideological and Political Theory Course	Recognition degree
Insufficient combination with reality, lack of sense of life and no practical use	56.37%
Too theoretical to understand	53.63%
Pay more attention to the requirements of national ideology and pay less attention to personal development	47.45%
Many of them have been learned in the political history course in middle school, and	40.49%

the depth of expansion is not enough	
Empty, overlapping, lack of scientific combination and overall connection	60.49%

Mental development is not mature enough, and cognitive imbalance leads to emotional disapproval. Ideological and political theory course is an important carrier to consolidate the guiding position of Marxism in the ideological field of colleges and universities. It has the characteristics of theory, politics and seriousness. Theory makes the teaching content of Ideological and political theory systematically abstract; Political nature pays attention to the standardization and accuracy of discourse system; Seriousness requires paying attention to the logical structure and theoretical explanation of the teaching content in the teaching process. In the process of learning ideological and political theory, when understanding the new information and new ideas taught by teachers, college students will compare the cognitive content and experience in their minds. The rebellious psychology caused by immature mental development will be accompanied by negative emotions such as rejection and disgust, resulting in emotional disagreement.

3. ADJUSTMENT OF TEACHING STRATEGY OF IDEOLOGICAL AND POLITICAL THEORY COURSE

The group characteristics of "the generation after 00s" college students bring new opportunities and challenges to the development of Ideological and political education. Teachers should grasp the learning law and cognitive status of students in the cognitive process, adjust the teaching strategy of Ideological and political theory course, carry out targeted education and guidance, and improve the teaching quality and effectiveness of Ideological and political theory course.

3.1 Strengthen the pertinence of teaching content and answer needs and doubts

The enhancement of College Students' self-identity and independence consciousness "the generation after 00s" and their views and judgments on the teaching content of Ideological and political theory course have group characteristics. Teachers are required to combine the sampled theoretical preaching and practice into specific teaching content based on the ideological characteristics and behavior of college students, and adopt case teaching method or dialogue teaching method to strengthen the pertinence and guidance of the teaching content to social hot and difficult issues, answer the cognitive psychological needs and doubts of college students, enable them to correctly recognize the society and reality, enhance their ability to explore and think about problems, and strengthen the persuasion of the course.

3.2 Mobilize college students' cognitive psychology and improve their cognitive level

Teachers should fully mobilize college students' perception, attention, thinking and other factors in cognitive psychology, and design teaching contents based on the law of college students' learning and cognitive process. We should pay attention to the introduction of college life thinking, tell educational stories or use cases in daily life to activate students' thinking and arouse students' desire to explore new theoretical knowledge and content. Using situational teaching method, using new knowledge to explain, judge and reason, to stimulate learning motivation, internalize teaching content learning into self needs, externalize guiding action, and enhance the psychological absorption effect of college students.

Fully consider the differences of college students' cognitive level and improve their participation. In the process of disseminating ideological and political theoretical knowledge, teachers should respect the differences in the cognitive level of different college students, especially the differences in perception, grasp the learning rules in the cognitive process, use reasonable teaching methods, improve the participation of college students' various senses, and let college students have a deep and comprehensive understanding of Ideological and political theoretical knowledge from their own feelings and internalize it into their own ideas, externalization to social life practice to guide behavior, acquire new knowledge, master new skills, and consciously adjust and cooperate with teachers' teaching, so as to achieve a good cognitive effect of Ideological and political theoretical knowledge.

4. CONCLUSION

Stimulate college students' interest in cognitive learning and strengthen their attention. Teachers should have corresponding knowledge reserves and experience, accurately grasp the perceptual object, carry out higher-level

cognitive activities in the teaching of Ideological and political theory, guide college students to concentrate, such as the teaching content has distinctive characteristics, novel stimulation and obvious contrast, guide students to discover and learn new knowledge through their own thinking, and make college students fully aware of the educational purpose and significance of learning ideological and political theory, strengthen the trust of college students, effectively reverse the classroom situation of mechanical learning and passive acceptance learning, and improve the learning efficiency in the classroom.

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