

Research on the National Identity Education of College Students from the Perspective of Mentality Education

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Abstract: Mentality education is related to national identity education. In respect of the general target to carry out national identity education for college students, mentality education focuses on keeping the educated in a good state of mind to realize the best education effect and finally forms the national recognition of the educated. In this paper, it discusses the key contents of mentality education in the national identity education for college students, and expands the approaches to implement national identity education for college students in mentality education based on elaborating value implication of mentality education for the national identity education of college students. Mentality education has significant theoretical meaning and realistic value in the national identity education of college students, in which mentality education should be reinforced.

1. Introduction

Mental attitude plays an important role in the forming process of national identity education for college students as a complicated mental phenomenon closely related to people's motivation, thoughts, demands and actions. National identity is formed only as a result generated by the society, but also a result of individual psychological activity. From the perspective of psychological level, national identity is a complicated structure, which not only includes the individuals' sense of belonging for the group, but also the positive evaluation of individuals for the country of the individual as well as the participation degree of the individual in national activities. It is a psychological activity for a person to affirm which country it belongs and what kind of country it is, and includes cognitive components, emotional components, behavioral motivation and other complicated psychological structure systems [1]. Mentality is the abbreviation of mental attitude, mentality education plays an important role in forming accurate attitude orientation, evaluation orientation, value orientation, etc. in the national identity education of college students. It can not only straighten out emotions, solve conflicts, guide emotions and make innovations of methods, but also reinforce education effect, improve education quality and innovate education methods by uniformly combing the cognition, emotions and behaviors of the educated. In the paper, it plans to discuss the value implication of mentality education mentality education in the national identity education of college students, discusses the key contents of mentality education therein, and expand the approaches to implement the mentality education in the national identity education of college students, and then deepen the cognition on the relationship of mentality education and the national identity education for college students

2. Implication of Mentality Education in the National Identity Education of College Students

It is a demand to study the educational objects and also the demand to further reinforce the education effect of the educational objects by carrying out mentality education in the national identity education of college students. We can summarize the value implication of mentality education in the national identity education of college students as three accurate orientations, i.e., accurate attitude orientation, accurate evaluation orientation and accurate value orientation.

Attitude is a relatively lasting and stable mental disposition when a subject responds to an object in a certain mode. Accurate attitude orientation means that the attitude of the educated is positive and optimistic. In a sense, the mentality orientation of the educated decides the mental state and the

attitude to live and act, and this is closely related to the cognition of the educated. Correct attitude orientation can be formed once the educated can have sufficient cognition. In case of cognitive differences, wrong attitude orientation can be formed. According to theories of social psychology, attitude accommodation and changes can be started from the perspective of information transmission and communication, for instance increasing the credibility of information source, adopting the method of changing information transmission, to improve the information transmission efficiency; Besides, it is also applicable to adopt the method of changing information acceptor, such as role playing, scene experience, and change attitude by changing behaviors. [2] Mentality education can guide the educated to improve their cognition, acquire happy and healthy emotions, and realize the objective of forming accurate attitude orientation. Except for guiding the educated to solve personal ideological confusions, and practically eliminating the ideological obstructions of the educated, the method to form accurate attitude orientation also includes focusing on guiding the educated to improve cognition and unify thoughts.

Accurate evaluation orientation indicates that the educated have a higher cognition on the education process. If the educated have a higher cognition on the education process, it is easy to accept the positive influence of education, but if the educated have a lower cognition on education process, it is easy to generate antipathy against education and influence the education effect. The reform of the entire social environment will certainly leave a profound imprint in people's ideology. Each person may have different experiences to form national identity, and there can be differences in the formation of cognition and emotions. In the face of complicated social phenomena with different opinions, the educated shall have the capacity to treat and recognize accurately and rationally, to eliminate thinking doubts, see the essence of social problems, and face the society and life with a good mentality. In the national identity education of college students, the common problems mainly faced by the educator include: Firstly, it is wrong positioning. National identity education of college students often sounds important, but when it is carried out, it's often regarded as secondary, and is often forgotten in terms of busy schedule; Secondly, it is improper, unscientific and irrational arrangements, which can be reflected in the unbalance in the national identity education of college students, unsystematic and incomplete education. This also reminds the educator of focusing on scientific and reasonable arrangements, in respect of the mentality education in the national identity education of college students.

Value orientation is the basic standpoint of value, value attitude and the basic value priorities held and shown by certain subject based on its own value when facing or handling conflicts, and relations. [3] Accurate value orientation refers to whether the educated can identify with the education result. The precondition to form a value is the development and improvement of psychological quality, and mental development is the basis to form and develop individual values. [4] If the educated can identify with the education result, this indicates that it has started to recognize and accept the value and significance generated by education. Meanwhile, the educated will have the intention to analyze and solve problems with the standpoint, opinions and methods acquired in the education. The method to form accurate value orientation is to focus on the education effect. In a certain extent, the education effect is jointly generated by the educator and the educated. The educator shall not only have good motivation, but also the method of combing the good motivation and effect, and such method is to guide the educated to generate identity psychology for the education effect. However, to ensure that the educated can accept the principle, the educator shall not only generalize the principle, but also combine theories with practice, and use rich data and facts to further explain the principle, so that the educated can be sincerely convinced after seeing the education effect.

This indicates that, the formation of accurate attitude orientation, evaluation orientation, and value orientation can be reflected in the consistency of cognition, emotions and behaviors. If the educated can form accurate attitude orientation, evaluation orientation, and value orientation, thoughts, opinions, behaviors, emotions and feelings consistent with the educated can be generated, and then trigger positive evaluation, positive affirmation, emotional acceptance and emotional pleasure. If the educated fail to form accurate attitude orientation, evaluation orientation, and value

orientation, there will be thoughts, opinions, behaviors, emotions and feelings that conflict with the education, and then cause negative evaluation, negative negation, emotional conflicts, and emotional aversion.

3. Key Points of Mentality Education in the National Identity Education of College Students

It is well known that a good mentality can ensure a good education effect, so one method is to keep a good mentality, while the objective is to accept and recognize the national identity, which has been proved by education theories and practices. Mentality education involves cognition, emotions, feelings, behaviors and other important issues. In order to keep the educated in a good state of mind and form the national identity of the educated, it is requested to: Keep the acceptance of the educator at a level of cognition and identity, keep the emotions and feelings of the educated for education at a level of favor, while the behaviors of the educated at a level of required standard and scale, in respect of the education contents.

3.1 Focus on the Formation of Thoughts and Cognition for the Educated

By realizing the objective, it can lay a solid ideological foundation on obtaining a good result in the national identity education of college students. The formation of thoughts and cognition is not only a complicated spiritual and mental phenomenon, but also a complicated cultural and social phenomenon. As can be seen from the development of individuals in life, the mental growth and cognitive development of the educated shall experience a progressive development process from the superficial layer to the deep layer, from simplicity to abundance, and from immaturity to maturity. The ideological and cognitive structure of a person is an organic and systematic entirety, and cognition plays a core position in it. The ideology generated on the basis of cognition leads and restricts other cognitive factors. It is the necessary condition to form and develop people's feelings, will and belief, etc. Feelings are the basic fountain and the first step of cognition, i.e., reflecting the individual features and characteristics of things, and then connecting and mixing these individual features and characteristics to form cognition. Cognition is the first step for the educated to accept and recognize national identity, and as the national identity of the educated is solved, it is clear to recognize the importance and necessity of education, and then truly believe and accept national identity. Since the cognition of the educated is featured of polarization, generalization and transmission, the national identity education for the educated shall be carried out from a shallow level to a deep level, from the surface to the center, and proceed from the one to the other, and then gradually open the vision of the educated, open the emotional source of the educated step by step, promote the ideological conversion and cognition improvement of the educated, and realize the objective of psychological identity.

3.2 Focus on the Adjustment of Feelings and Emotions of the Educated

By realizing the objective, it can lay a solid psychological foundation on obtaining a good result in the national identity education of college students. As can be seen in the psychological research result, the formation of accurate cognition and positive attitude of the educated seems to be unrelated to feelings and emotions, but in fact, these two factors are closely related. Lenin used to point out: "Without human feelings, there would never have been a search for truth." [5] People's cognition process is always tied up with emotional process. Emotions and feelings are generated on the basis of people's cognition and cognitions are consistent with feelings and emotions. On the contrary, feelings and emotions will also influence and restrict people's cognition and attitude. For an individual, self-cognition only includes internal self-awareness and free will, so that the individual can reflect high ideological and political awareness. However, cognition is only superficial without sufficient emotional input. We can say that, emotions and feelings are the "catalyst" of conceptual activities, and also the inner reflections of an individual, in respect of its attitude towards objective things based on perception and feelings. An individual's willpower, spirits, cognition and behaviors are based on specific feelings and emotions. In fact, the cognitive orientation is decided by the feelings and emotions of the educated. While receiving the national

identity education of college students, the educator shall focus on adjusting the feelings and emotions of the educated, guide the educated to feel the significance and profound influence of national identity in personal experience, facts and practices, and experience the great spiritual strength of China dream that ensures national prosperity, people's happiness, social progress and national dignity of all Chinese people through national reunification and national unity.

3.3 Focus on the Integration of Moral Cognition, Moral Feelings, and Moral Behaviors of the Educated

By realizing the objective, it can lay a solid behavior foundation on obtaining a good result in the national identity education of college students. The cognitive formation process of national identity education for college students is a systematic process coordinated and operated by various factors. Any cognitive activities must contain emotions, faith, will, behaviors and other factors, and it is the diversified integration and overall input of all factors. Meanwhile, emotions, faith, will and behaviors should be mutually connected and interacted in the cognitive development process of national identity education for college students. They are integrated to exert an effect. The practice has proven that, moral cognition, moral feelings, moral behaviors related to the mentality of the educated should be mutually coordinated and consistent, to form good behaviors, keep good and consistent behavior duration, and realize consistent acts and mind. In case that the mentality of the educated is inharmonious or inconsistent with moral cognition, moral feelings, and moral behaviors, there may be two-sided behaviors or false behaviors of the educated, and then generate the contradictory psychology difficult to overcome. In fact, when touching anything or person, we will firstly get to know them at first, and then make emotional judgment, and finally consider the selection of behavioral strategies. Besides, we can also regard it as a phase of the national identity process, so without cognition, there will be no feelings; without feelings, there will be no inner force to drive behaviors. Therefore, the relationship of moral cognition, moral feelings, and moral behaviors for the educated is of sequential pattern in the national identity process. The key to integrate these three factors is to ensure that the educator can explain with sufficient reasons, touch people with true feelings, and convince them with truth, and explain the organic combination of historical logics and fact logics.

4. Route of Mentality Education in the National Identity Education of College Students

As an important psychological quality required by each college student in their growth, positive mental attitude will play an important role in different growth phases of college students via different modes. With constantly changing international situations, and the overlapped conflicts, social problems are shown constantly, while ideological struggles are still serious and complicated, and such conditions will make the national identity education of college students face huge impact and challenge. Therefore, how to improve the national identity of college students has been the emphasis of the party and the state, and an important problem that should be considered by college educators in all aspects is how to find the suitable approach to implement the national identity education of college students via mentality education.

4.1 Adhere to the Unification of Similarity Education and Personality Education

Each college student is equipped with unified similarity and personality. As similarity-oriented college students, each student must be equipped with basic ideological and ethical quality, scientific and cultural quality, and the capacity to understand and transform the world. All of them should perform the historical mission endowed by the era; as personality-oriented college students, they are in different life scenes, with certain differences in all aspects, different experiences and experience, which have made their education attitudes and options different. According to materialistic dialectics, "Material world is commonly connected, while the similarity and personality of things are mutually dependent, included and converted entirety; Different regulations of the two are not rejected in similarity and personality, instead, it includes the identity of difference." [6] As a comprehensive education that seeks for harmonious development, mentality education mentality

education is implemented in the national identity education of college students to ensure that the educated can keep their excellent personality in socialization under a calm and eclectic state of mind, while meeting the comprehensive development demand of the society. We cannot erase personality and seek for similarity only in practice, vice versa. Mentality education should promote the harmony and unity of individual in both personality education and similarity education. “The two functions of education in the promotion of people's development decide the two responsibilities of education: Be responsible for individuals and the society.”[7] In a sense, mentality education in the national identity education is to ensure that social individuals can realize that people is the unity of rights and obligations. While pursuing happiness in life, people should also perform their own moral obligations. Therefore, the educator shall not only help the educated to master the theoretical knowledge about social mentality but also help them guide behaviors by scientific theories, and cultivate excellent social mentality.

4.2 Adhere to the Unification of Theoretical Education and Practical Education

The relationship between theories and practice is a permanent issue faced by Marxist theory. Theoretical upgrading and practical innovation are in a close relationship of mutual implementation and influence in the present era. In other words, if we want to adhere to the unification of theoretical education and practical education, we should observe whether theoretical education can answer the new questions put forward in practical education clearly and effectively, and whether the practical education can provide sufficient driving force and practical resources to develop theoretical education. Marx pointed out in Hegel's Philosophy Comment Preamble that: “As long as theories can convince people, they can master them; and as long as theories are thorough, people can be convinced.”[8] “Persuasion” mentioned here refers to the psychological identification of people for theoretical education. Mentality education should guide the educated to have accurate recognition on mentality in theories, especially the understanding about the role of mentality education in the national identity education of college students. Mentality education should be included in the national identity education of college students; On the other hand, it is to focus on practical education. Cognition originates from the practice, and gain development in practice. With respect to whether a theory can be accepted and guided by people's real life depends not on theoretical research, but more importantly on whether the theory is related to their actual life, practical experience and psychological demands. Matrix pointed out in the Outline of Feuerbach, “Social life is fully practical in essence. Mysterious things that can lead theories into mysticism can be solved properly in practice and understanding of the practice.”[8] This means that social practice is good for forming personal experience. Personal experience has become the foundation to form cognition and experience, and also the “tool” to understand, evaluate, recognize and select external knowledge and others' experience. In other words, individual recognition and experience are hard to realize without certain social practice. A good mentality can only be formed by life experience. Social practice can further promote the educated to transform their own objective and subjective world simultaneously, and such series of education principle, and education methods should be generated and converted in social practice.

4.3 Adhere to the Unification of Explicit Education and Recessive Education

The national identity education of college students is a systematic cultivation engineering. Explicit education and recessive education are two most basic modes in the identity education of the state. As the constant progress of the current society, there have been huge changes to the environment of the educated, which indicates that previously simple explicit education and recessive education can no longer meet the development requirements of the new era. “Explicit education focuses on positive publicity, and is featured of directness, openness, enforceability, normalization, practice, etc., and has advantages in clear objective, open education prospect, sufficient education conditions, rich education atmosphere, normalized education management, practical and highlighted education.”[7] Explicit education requests the educator to carry out theoretical teaching, and effective communications as well. It is requested to give full play to the leading role of the educator, and the subjective role of the educated. It can be said that the objective,

organization, integrity and controllability of explicit education have offset the weakness of recessive education in randomness and implication. It is held in the communication theory of Western Marxist Scholar Habermas that, “Practical activities, including educational activities are rational communications of people based on equal status. It advocates to realizing communications of the two parties by negotiation.”[9] Recessive education emphasizes on guiding the educated by regarding activities as the carrier, and the educational situations created thereby are joyful and relaxed, and can largely improve attraction and education effect. The pleasure of recessive education has offset the weakness of explicit education in lectured-type teaching. Therefore, the educator shall avoid using conceptualized, formulated and procedural terms in education, and shall change the authoritative teaching attitude, express profound theories with brief, and refined sentences, communicate effectively with the speaking mode favored by students, and shall also be skilled at using positive, actual and kind words to express ideological connotations. Mentality education requires a process of influence, which requests the educator to gradually penetrate education in culture, life, service, entertainment, systems, management, environment and other activities by recessive approaches, and then exert the education effect quietly.

5. Conclusion

In summary, mentality education and the national identity education form a closely connected and mutually supplemented system. With the development of the era and social progress, the mental attitudes towards college students have changed constantly. In the face of the new dilemma and challenge, the educator should pay close attention to the new changes in the mentality of college students, the new method of exploring the national identity education of college students from the perspective of mentality education, innovate new thoughts for the national identity education of college students, help them form positive mental attitude and practically improve the effectiveness of college students in the national identity education. As long as we can focus on the mentality education of national identity education for college students, we can constantly cultivate future successors with social responsibilities and patriotism, and continue to create a new situation of national identity education for college students.

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