

Countermeasure for Strengthening Students' Ideological and Political Theory Identity Education in Ideological and Political Education

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Abstract: Theoretical identity education is not a simple teaching of theoretical knowledge. It is a complex psychological process of continuous cognition, recognition, perception, recognition and internalization. It is also a complex process of personality shaping. College students have outstanding problems that do not agree with the theory. Strengthening the theory of college students is a key to improving the education. Focusing on the cognitive potential of developing the cognitive subject based on students; improving the quality of teachers, exerting the emotional education role of "knowing the teacher and trusting the Tao"; improving classroom teaching and strengthening the teaching effectiveness of classroom theory and identity education.

1. Introduction

The roots of students' disagreement with theory are: changes in the international and domestic social environment, the deviance of the curriculum content, the low level of teacher teaching and the problems of students themselves are factors that affect students' theoretical recognition. Therefore, we must take practical measures from the following paths, strengthen discipline construction, and enhance the knowledge, credibility and sensibility of the theory itself [1].

2. College students have to attach great importance to the issues that do not agree with the ideological and political theory.

2.1 College students have a belief crisis that does not agree with the theory education in colleges.

The disapproval of college students' theory is mainly manifested in the prominent contradiction between "knowledge" and "belief". "Knowledge" refers to the understanding and mastery of knowledge. The "letter" here can be understood from many angles such as "reliability", "convincing" and "belief". The results of the survey for students are shown in Table 1:

Table 1: Statistical Analysis of College Students' Identity Education in Ideological and Political Theory

	Very inconsistent	not inconsistent	unclear	in conformity	very consistent
P1	0.50%	2.67%	11.00%	43.00%	21.50%
P2	0.50%	3.00%	17.00%	52.33%	27.67%
P3	0.50%	3.33%	22.67%	53.00%	20.67%
P4	1.33%	9.00%	21.67%	51.33%	17.00%
P5	1.00%	2.00%	16.00%	58.33%	22.33%
P6	2.33%	14.44%	36.00%	34.33%	13.00%

Through Table 1, we find that:

- ◆ First, it has a negative attitude towards the authenticity of the theoretical content. It believes that theory and reality are out of touch, and the theoretical content is all "fake, big, empty" things;
- ◆ Second, he is sceptical about the truthfulness of the theoretical content. He believes that the political purpose of the theory is too strong, the class nature is too prominent, it is all used by me,

and it is a paradox tool for the ruling class to implement the rule. It is not scientific.

◆ The third is to prejudice the guiding value, to recognize its social value or tool value, and not to recognize its practical value to itself.

2.2 Does not solve the recognition of college students' theory. The effectiveness teaching is greatly reduced.

The teaching of public theory is different from the general knowledge and theory courses. It solves the right and wrong judgments and does not mean that the value judgment is solved. It must pass the "knowledge", "love", "meaning", "letter", "row" "This kind of cyclical process from the outside to the inside, from the inside to the outside, and constantly internalizing and externalizing. Therefore, it is not enough for the public theory class to only focus on cognitive factors. Students cannot express their feelings emotionally. From the perspective of the educator, the teaching effect can be imagined. Ideological and political courses are different from other knowledge-based courses, focusing only on the teaching, teaching, and confusing of knowledge and technology [2].

2.3 Strengthening the Theory Identity Education is a key to improving the education.

Strengthening the theory and identity students is determined by the task of education and teaching. "Evaluation criteria for the effectiveness of education should include: reflecting the cognitive standards of college students' understanding, recognition, acceptance and evaluation content; reflecting the evaluation of good and evil by college students in an emotional way, forming a stable ideological and political sentiment Emotional standards of emotions and sentiments; reflecting the willingness standards of college students to overcome the inner and outer difficulties and obstacles in their behavioral activities in order to maintain ideological and moral norms; the author has carried out positive teaching demonstrations, and the statistical information data is as follows: 2 shows:

Table 2: The actual feedback effect of the education activities in the test ($P=0.147>0.050$)

Control content	Pre-test		Post-test	
Group	Test group	Control group	Test group	Control group
The average score	2.850	2.470	3.840	3.040
Standard deviation	0.664	0.467	0.437	0.538
T value	0.996		1.608	
P value	0.345		0.147	

In Table 2 above,; reflecting the belief standard of college students on the degree of belief in Marxism and socialism with Chinese characteristics; The standard of conduct for ethical conditions [3].

3. The root of college students' disagreement with ideological and political theory needs to be pondered

3.1 The detachment of the content of the course makes it lack of persuasive education.

The theoretical source of practice can guide practice. If the theory describes or summarizes the reality, it will make people lose the credibility of the theory. In particular, some theoretical high-profiles directly deviate from the actual anomie. At the time, it will affect the judgment and trust itself. The situation of the theory from the actual situation is reflected in the textbook. First, because it is being explored and developed, some principles are not mature, some institutional mechanisms need to be established and perfected, and some viewpoints are still controversial, leading students to doubt the scientific nature of the teaching content in the learning process. It is based on the standard deviation. Considering the difference in the cardinality of each group of samples, in order to eliminate the influence due to the difference in the magnitude of the cardinality. The formula is:

$$CV = \frac{\sigma}{\bar{X}}, \sigma = \sqrt{\frac{\sum_{i=1}^n (x_i - \bar{x})^2}{n}} \quad (1)$$

It indicating the average value of the sample, indicating the standard deviation, which uses the data of all schools, so the amount of information contained is sufficient. In practice, the weighted coefficient of variation is also commonly used as the Wilson coefficient. Its formula is:

$$Vu = \frac{1}{x'} \times \sqrt{\frac{\sum_{i=1}^n (x_i - x)^2 p_i}{p}} \quad (2)$$

Where x_i, x', p_i, P is the academic management of the i school, the academic management of the background school, the population of the i school and the total population of the background school. The content of the course is often pursuing the integrity of the content and the perfection of the system. It focuses on the historical origin and development of Abstract theoretical principles. What is the practical feasibility of a certain principle? How to explain or solve the contradiction of social reality is not convincing. . Third, because the content of the textbooks is too generalized, such as the introduction of the curriculum, which covers almost all aspects of the party and the country's major policies, it is an important summary and highly concentrated line of the comprehensive construction, guidelines and policies, and the level of teachers and teaching time. There is no way to talk about the limitations^[4].

3.2 The low level of teacher teaching affects students' disbelief in theory.

The depth of the theoretical foundation of teachers, the correct method of teaching methods, especially the level of the art level of teaching and educating students is crucial to solving the dissatisfaction of college students to the theory and improving the effectiveness of education and teaching. Only when students respect their teachers can they believe that the teacher is convinced that the teacher is telling the truth and teaching the truth to solve the students' true faith in knowledge and the conviction of truth. The degree of admiration and conviction of the students to the teacher is related to the teacher's own factors. First, it is directly proportional to the level of the teacher's theory.

3.3 The problem of students' own existence has also become a factor of impedance identification.

Contemporary college students who are far from reality lack understanding of politics and do not intend to be political. College students in the university grew up in a time of material abundance after the reform and opening up, living in a happy environment of the family, and undertaking heavy learning tasks in the school, which often led them to live in a way away from reality and away from politics. It seems that I have not felt the need for spiritual guidance. The theory of learning is entirely a kind of coercive force that you want me to learn from the outside. Second, some college students who have not undergone social tempering and lack of ideal ideals, many people are determined to make big money rather than determined to do big things, so they lack understanding of the necessity of political literacy and moral education quality, and do not feel that moral education is correct for people.

4. Conclusions

How to eliminate students' existing impedance factors, tap their potential needs, lead them to produce noble spiritual pursuits, and solve an endogenous motivation problem that is not for you to learn but to learn. It plays an important guiding role in helping students establish a correct political direction; establish a scientific world form a good moral quality. It is also a big issue for the successors of the revolutionary cause. The content and teaching objectives of the course determine that the task of the ideological and political course is to unify the three tasks of imparting

knowledge, establishing beliefs, and guiding actions. It is not just to solve the problems of students knowing and not knowing, meeting and not. The key is to solve the problems of their trust and unbelief, and whether they can and cannot.

References

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