

# Research on the Model of Ideological and Political Education Based on Systems Theory

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**Keywords:** College students; ideological and political education; systems theory

**Abstract:** Colleges and universities are important cradles for training people for profession. Students in colleges and universities are the successors of socialist construction. Therefore, the ideological and political education in colleges and universities has been deeply concerned by all walks of life. Almost all the current college students are "post 90s" and "the generation after 00s". Unlike the generation in the 1970s and 1980s, they were influenced by multiculturalism from an early age. The old-fashioned ideological and political education model cannot achieve the educational goals very well. This paper first analyzes the challenges faced by current ideological and political education in colleges and universities, and then explores effective ideological and political education models based on the perspective of systems theory, and proposes relevant suggestions.

## 1. Introduction

At present, the work of ideological and political education in colleges and universities mainly needs adjustments from the following two aspects:

### 1.1. The problems of college students themselves

Almost all of the current college students are post 90s. This generation was born in the context of the strict implementation of the family planning. Therefore, many college students are the only son or the only daughter of the family. As a result, they have the exclusive favor from their parents since their childhood, and the living conditions are superior and the quality of life is good. They have done little housework since their childhood, they have relatively poor self-care ability, and their dependence on their parents is more serious. For example, Some time ago, there was heated discussion on the Internet that a college student in a school can not wash clothes, he expressed all his dirty clothes to his family to wash them and send them back. In addition, many of these current college students are also extremely self-centered, so they have constant friction in the group living and cannot get along well with their classmates.

On the other hand, in the context of the rapid development of information and network technology, some college students have been indulging in online games for a long time, they spend a lot of time in the virtual Internet world, and are not willing to communicate with people around them, they are even cold and indifferent to the real people and things. The Internet is full of all kinds of information, including a lot of bad thoughts and information such as hedonism, money worship, pornography and violence. These may have negative impacts on the thinking of college students.

College students are at an important stage in the formation of world outlook, outlook on life and sense of worth. If they cannot be properly guided, they will likely form a wrong understanding and go into misunderstandings of development.

### 1.2. The bad influence of employment pressure on college ideological and political education

At present, with the expansion of colleges and universities and the further development of higher education, there is a large number of the current students, and the number of graduate students has also increased significantly this year. In such circumstances, college students have to face enormous employment pressure. This has led many students to pay more attention to the practical courses, so

that they can master a technology and craftsmanship in order to better stand in the society in the future [1]. Therefore, realism is common among college students. Based on this status quo, as a more invisible educational course, the ideological and political education curriculum is considered useless by many students. Thus they do not attach great importance to it, and often skip classes, sleep, or busy with other things in the ideological and political teaching, which is the main channel of ideological and political education. On the other hand, ideological and political education in many colleges and universities still adopts the traditional teaching methods to instill theory into students, thus further attacking students' learning enthusiasm. According to a survey, many students have reported that the teaching of the ideological class is boring and unable to stimulate the motivation of learning.

## **2. The model of ideological and political education in the perspective of systems theory**

### **2.1. What is the model of ideological and political education in the perspective of systems theory**

Systems theory is the theory of a general scientific approach to comprehensively and systematically study and deal with the overall connection of relevant objects. Systems theory reveals the common essence and internal regularity of the interconnections and interactions between things and objects from the perspective of system. Specifically, in the ideological and political education in colleges and universities, it refers to the systematization of the teaching content of ideological and political education, the systematization of teaching process of ideological and political education, the systematization of teaching management of ideological and political education, the systematization of teaching quality and teaching evaluation of ideological and political education .

### **2.2. The basic principles of ideological and political education for college students from the perspective of systems theory**

In the process of ideological and political education for college students, it is necessary to abide by certain principles, specifically including the following:

#### **2.2.1. Adhere to the principle of the unity of education and self-education**

Colleges and universities should recognize the importance of ideological education on college students. From the perspective of promoting students to grow up and become talents, they should give full play to the educational guidance role of school Party committees, teachers, and organization of the Communist Youth League, comprehensively use various methods, multiple forms of education to promote the ideological and political level, physical and mental quality, and scientific and cultural quality of college students in an all-round way. At the same time, they should also give full play to the subjective initiative of college students to cultivate the independent judgment and decision-making ability of college students, so that college students can conduct their own objective evaluation according to their own needs. And then when accepting ideological and political education, they have the choice to receive relevant education, do self-management, self-education and self-service well, and promote their ideological and political quality through independent thinking, cognition and practice [2].

#### **2.2.2. Adhere to the unity of teaching and educating people**

The main task of the university is to teach and educate people. This is not only the basic responsibility of teachers, but also the objective requirement for implementing the party educational policy. But at present, many university teachers have some deviation in the understanding of teaching and educating people. They separate the teaching and educating people, and believe that teaching is purely knowledge transfer, while educating people is the responsibility of teachers of ideological and political classes. Some teachers confound teaching and educating people, and believe that teaching and educating people only refers to teaching students with knowledge. For this phenomenon, schools should do a good job of guiding teachers, so that teachers can recognize the

essence of education. Teachers are not only the disseminators of scientific and cultural knowledge, but also the enlightener of students' ideological and moral. Teachers should explore the ideological and educational resources in the teaching content in daily teaching, and implement ideological and political education throughout the teaching, actively communicate with students, establish a harmonious relationship between teachers and students, and turn educating people into their own conscious actions[3].

### **2.2.3. Adhere to the unity of education and management**

Ideological and political education is not just a process of teaching. It improves the educational methods, strengthens the education, and conducts comprehensive ideological and political education based on the current situation of thoughts and behaviors and the law of development of college students, and then guides students to form the correct world outlook, outlook on life and sense of worth. In addition, ideological and political education is still a process of management. That is to fully play the role and value of management to form a relatively complete set of rules and regulations within the school and strictly in accordance with the rules and regulations. Students consciously abide by the various rules and regulations of the school, consciously form good behavior habits, strictly restrain themselves, and make their own thoughts and behaviors meet relevant requirements through strict management. In addition, the management is also reflected in the self-discipline and management of students. Teachers should guide students to internalize their ideology and morality, and stimulate their sense of self-discipline and cautiousness. And guide the students' thoughts and behaviors through the combination of self-discipline and heteronomy.

## **2.3. The construction of ideological and political education mode from the perspective of systems theory**

### **2.3.1. Systematization of the teaching content of ideological and political education**

The key step in the construction and operation of any system engineering is the systematic nature of the content. The main task of ideological and political theory education is to guide students to establish a correct world outlook, outlook on life and sense of worth. through theoretical study and practice. At present, the ideological and political education courses offered by colleges and universities across the country have different teaching contents. Therefore, relevant education departments should make comprehensive and scientific planning for each course of ideological and political education and improve the guarantee mechanism of ideological and political education according to the requirements of the syllabus of the bureau and the requirements of the overall teaching objectives of ideological and political education. As a formal teaching subject, ideological and political education should have a unified and complete teaching system that basically meets the needs of practical teaching in major universities, so that ideological and political education can be normalized, scientific, and standardized [4].

### **2.3.2. Systematization of the teaching process of ideological and political education**

The teaching of any course is a teaching process, and ideological and political education is no exception. It mainly achieves the purpose of teaching through classroom teaching and social practice. At present, the constituent elements of ideological and political education in various colleges and universities mainly include teachers, students and related teaching media, and of course, some other teaching-related elements are also included. How can these factors be coordinated to form a systematic whole? This requires not only the efforts of teachers but also the active cooperation of students. Therefore, when designing a course, teachers must systematically consider the influence of various factors on teaching, especially the influence of students' variable factors. They should consider the possible consequences of the implementation of various teaching programs and make effective remedies for possible situations. In addition, it should be noted that the ideological and political teaching process is not limited to a single educational method of classroom interaction. It is a long-term and continuous educational process. Therefore, teachers should implement ideological and political education from the easy to the difficult and complicated

in a targeted and progressive manner based on the cognitive characteristics of students.

### **2.3.3. Systematization of teaching management of ideological and political education**

According to the system theory, in the internal structure of a system, only each subsystem must cooperate with each other to form a synergy can it fully exert the overall function. The management of ideological and political education is not only the responsibility of the ideological and political education departments in colleges and universities. It requires the cooperation of all aspects of colleges and universities. For example, only the cooperative efforts of head teachers, educational administration departments, departments and educational administration offices can form a leadership system and working mechanism that is comprehensively guided by the supervisors of schools, concretely implemented by the ideological and political education department, and coordinated with other departments. Therefore, each school should use the systematic viewpoint to make corresponding arrangements for the teaching management of ideological and political education according to the theoretical guidance of systems theory, thus promoting the improvement of the teaching efficiency of ideological and political education.

### **2.3.4. Systematization of teaching quality evaluation of ideological and political education**

The evaluation of the teaching quality of ideological and political education is a key link in ideological and political teaching and an important part of the whole teaching process. The teaching effect of ideological and political education has certain concealment, and the evaluation of its teaching quality is more complicated than the evaluation of other courses. Therefore, we need to establish a scientific teaching quality evaluation index system to comprehensively, objectively and impartially evaluate the teaching quality of ideological and political education[5]. First of all, we should evaluate the mastery of theory which is the relatively dominant teaching effect. The usual practice is to conduct a closed-book exam for full marks. Secondly, we evaluate the condition of the digestion of students. This kind of teaching effect is relatively hidden, and it is difficult to evaluate. Specifically, it is to evaluate the students' practical ability and combine the summative evaluation with the formative evaluation. We must attach importance to the role of formative evaluation. The process is the best way to find students' mastery. Therefore, when evaluating the effectiveness of ideological and political teaching, there may be multiple indicators for evaluation, which should be comprehensive. We need to establish a complete set of scientific evaluation indicators.

## **3. Conclusion**

In summary, the thought of systems theory has great positive significance for the construction of ideological and political education mode. If colleges and universities can use system theory as one of the guiding theories of ideological and political education, it will definitely promote the ideological and political education of colleges and universities. The author's brief discussion of the ideological and political education mode of the systems theory can provide some useful thoughts on the construction of the ideological and political teaching mode for colleges and universities, and have a positive reference significance for the vigorous development of ideological and political teaching in future colleges and universities. We have reason to believe that with the exploration and practice of teaching and the accumulation of successful experience and failure lessons, ideological and political education in colleges and universities will be a prosperous scene in the future.

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