

Original Paper

Research on the Innovative Path of Ideological and Political Education Psychology

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Abstract

Ideological and political education psychology is a discipline that applies psychological theories and methods to study the psychological activity patterns of ideological and political education teaching objects, and belongs to a branch of applied psychology. Due to the late start of ideological and political education psychology, there are still unresolved issues in its current development status. How to achieve innovative development of ideological and political education psychology is a problem that ideological and political education workers in the new era should consider.

Keywords

Psychology, Ideological and political education, Path innovation, Problem analysis

1. Introduction

As an interdisciplinary field arising from the intersection of ideological and political education and psychology, the psychology of ideological and political education belongs to both the field of ideological and political education and a branch of applied psychology. Since its emergence, the discipline construction of ideological and political education psychology has made certain progress, with a preliminary establishment of a disciplinary system and continuous deepening of basic theories. But as a discipline that intersects psychology and ideological and political education, its research is profound.

There is still a lack of degree and breadth, especially in the research objects, boundaries, and methods of ideological and political education psychology, which are highly controversial and have not yet formed a unified disciplinary consensus. The lack of clarity in the research objects and fields of the discipline of ideological and political education psychology has constrained the construction of related conceptual categories in ideological and political education psychology; On the contrary, the lack of clarification of the core concepts of the discipline and the establishment of a disciplinary category

system have also hindered the in-depth development of ideological and political education psychology. This article provides a review of the research progress on the psychology of ideological and political education, introducing the current connotations, characteristics, development status, and problems related to the psychology of ideological and political education. Finally, by analyzing and summarizing the current situation, innovative methods for the development of the discipline of ideological and political education psychology were explored. This article is based on the path innovation of ideological and political education psychology, and summarizes the current research on this topic.

2. The Related Connotations of Ideological and Political Education Psychology

As an interdisciplinary field arising from the intersection of ideological and political education and psychology, the psychology of ideological and political education belongs to the field of ideological and political education and is also a branch of applied psychology. Since its emergence, the discipline construction of ideological and political education psychology has developed to a certain extent, establishing a preliminary disciplinary system and continuously deepening its basic theories.

2.1 Research Object of Ideological and Political Education Psychology:

In terms of defining the concept of research objects, the academic community defines research objects as the scientific study of psychological phenomena and their activity patterns in the process of ideological and political education. Some people believe that the research object of this discipline is the psychological laws governing the formation and development of people's thoughts and behaviors, as well as the laws governing ideological and political education based on these psychological laws.

2.2 Disciplinary Attributes of Ideological and Political Education Psychology

The most controversial issue in the current academic community is the attribution of ideological and political education psychology. There are three representative views, the first of which is that ideological and political education psychology should be attributed to ideological and political education science. For example, scholar Yu Jingzu believed that the psychology of ideological and political education serves the teaching of ideological and political education, so it should belong to the field of ideological and political education. The second view is that the psychology of ideological and political education should be classified as psychology. For example, scholars Yang Shumao, Wu Huaitang, and Li Benhe believe that the emergence of ideological and political education psychology is a good demonstration of the development of psychology. The third viewpoint holds that the psychology of ideological and political education belongs to both the science of ideological and political education and psychology, and is an interdisciplinary field between the two. Both Wang Xiyong and Yang Zhiying have explicitly put forward this viewpoint. Currently, the academic community is more in favor of the third viewpoint.

2.3 Content System of Ideological and Political Education Psychology

2.3.1 Psychological Research on the Process of Ideological and Political Education Itself

The process of ideological and political education is actually a dialectical development process of one's

own thoughts, emotions, knowledge, and actions. In addition, psychological activities and phenomena run through the entire process of ideological and political education. Firstly, ideological and political education can provide psychological education through the transmission of information. From the perspective of information, the process of ideological and political education is also the process of transmitting educational information. In this process, whether it is the way of transmitting educational information, the educational objects, educational scenarios, or educators, they will have a significant impact on the effectiveness of education.

2.3.2 Psychological Research on the Objects of Ideological and Political Education

The psychological research of ideological and political education psychology on educational objects mainly includes two aspects, namely the psychological research on educational individuals and groups. The study of individual psychology of educational subjects mainly focuses on the cultivation of their ideological and moral character, the formation and development of their psychology, their interests and hobbies, their learning philosophy, and their learning psychology. Research on personality psychology, acceptance psychology, and their differentiability. The psychological research on groups mainly focuses on the relationship between the influence of groups and individuals. Through these two aspects of research, we can fundamentally reveal the intrinsic connection between individual ideological, political, moral, and psychological development

The research on this aspect mainly includes two aspects, namely the role positioning of ideological and political education workers and the psychological qualities they should possess. The specific content includes:

Ideological and political educators are not only role models of socialist morality and disseminators of mainstream social consciousness, but also guides the spiritual life of educational objects, guides political life, and counselors for psychological problems.

Ideological and political education workers need to possess both intellectual and non intellectual qualities. The so-called intellectual qualities mainly refer to educators having good cognitive abilities, such as good memory and sharp insight. Non intellectual qualities mainly refer to workers possessing strong willpower, good emotional regulation ability, broad interests, and good adaptability. In addition, educators also need to strengthen their later learning abilities and psychological qualities.

3. Characteristics and Research Significance of Psychology in Ideological and Political Education

3.1 Characteristics of Psychology in Ideological and Political Education

As an interdisciplinary field, the psychology of ideological and political education has multiple characteristics. As a discipline of psychology, psychology itself is a reflection of objective things in the human brain, a unity of knowledge and emotion. After cross integration with the discipline of ideological and political education, new characteristics have emerged.

3.1.1 Ideological Nature

Ideological and political education is the ideological and political education of a certain class or group,

aimed at achieving the goals of a certain class, political party, and society

Those who serve specific political goals of the group will inevitably have a distinct ideological imprint on their ideological theory and psychological orientation. The psychological category of ideological and political education does not study human psychological phenomena, processes, laws, and their relationship with behavior in a general sense. Instead, it focuses on studying the psychological phenomena and laws that affect the formation and development of people's ideological and political qualities, as well as the development of specific social ideologies in the field or process of ideological and political education. This is to solve the fundamental problem of ideological and political education the values that class society requires the people to possess. This fundamental issue regulates the fundamental attribute of the psychological category of ideological and political education, namely ideological nature.

3.1.2 Nationality

The research objects of ideological and political education psychology are all within the process of ideological and political education, and must be developed in conjunction with the characteristics of ideological and political education. So the psychology of ideological and political education must be based on specific national conditions, connect theory with practice, and analyze specific problems on a case by case basis. The ideological and political education that different ethnic groups and countries need to carry out has different characteristics, and the psychology of ideological and political education should also be studied according to specific situations. Human activities and development inevitably have characteristics such as geographical location, ethnic characteristics, and social systems.

3.1.3 Practicality

Understanding the world is to transform it. The fundamental purpose and ultimate goal of educational research is to guide educational activities themselves. The psychology of ideological and political education, as an analysis of psychological issues related to the process of ideological and political education, ultimately aims to guide the efficient implementation of ideological and political education work. Firstly, various psychological factors are generated during the practical process. Secondly, the understanding of ideological and political education psychology is deepened during the practical process. Finally, ideological and political education psychology is developed during the practical process to facilitate the guidance of ideological and political education work practice.

3.1.4 Historical Inheritance

Ideological and political education has ideological attributes. Ideology, as a part of the superstructure, originates from a certain economic foundation and is the ideological and political work of a certain country, nation, and class. The psychology of ideological and political education also has a certain consistency with the superstructure and has social and historical inheritance. The research content and methods related to ideological and political education psychology will be integrated into the spiritual bloodline, inherited and developed.

3.2 Research Significance

3.2.1 Theoretical Significance

The study of the psychological category of ideological and political education is theoretically beneficial for expanding and deepening the basic theoretical research of ideological and political education psychology, and promoting the disciplinary process of ideological and political education psychology. Firstly, by combining the practice of ideological and political education with relevant theories and methods of psychology, we should strengthen the research on the history, practice, and root causes of the emergence of ideological and political education psychology, and enhance the study of the essence, characteristics, manifestations, functions, and values of ideological and political education psychology. This will help to accurately reveal the essence and origins of psychological phenomena and problems in ideological and political education. Secondly, deepening the research on "psychological phenomena," "psychological essence," or "psychological problems" in the field of ideological and political education, practical activities of ideological and political education, or the process of ideological and political education will help to correctly reveal the research objects of ideological and political education psychology. Thirdly, any discipline is a knowledge system composed of its unique series of concepts and categories as the skeleton. The core category is undoubtedly the cornerstone of the disciplinary category system and plays an unparalleled role in the construction of disciplinary theories. Strengthening the research on the psychological category of ideological and political education, especially elevating and determining it as the core category of ideological and political education psychology, is beneficial for people to comprehensively understand and grasp the connotations and boundaries of each specific category of ideological and political education psychology, clarify the relationships between different levels of categories, and thus comprehensively grasp the category system of ideological and political education psychology as a whole.

3.2.2 Practical Significance

The study of the psychological category of ideological and political education is beneficial in practice to enhance the effectiveness of ideological and political education, which is mainly manifested in several aspects. Firstly, it is conducive to enhancing the predictability of the generation and interconnection of thoughts and behaviors. To predict behavioral trends or outcomes through thoughts, and to analyze people's mental states through behavioral outcomes, it is necessary to use the intermediary of "psychology". Only by truly clarifying the psychological mechanisms underlying the relationship between thought and behavior can we effectively and correctly predict and grasp the relationship between thought and behavior. Therefore, strengthening the research on the psychological category of ideological and political education provides an objective basis for scientifically predicting the mechanism of human thought and behavior. Secondly, it is conducive to enhancing the pertinence of ideological and political education

4. The Current Development Status of Ideological and Political Education Psychology

4.1 Current Status of Discipline Development

With the attention and support of governments at all levels and universities, this discipline did not receive widespread attention from society until the 1990s. This discipline has its own development characteristics. On the one hand, ideological and psychological education experiments and counseling have been valued, solving many ideological and psychological problems for students. On the other hand, there have been new changes in educational content and technological means, with richer content and more scientific technological means. However, compared with advanced countries and universities abroad, the degree and level of systematization, standardization, theorization, modernization, and scientification are still relatively low. Traditional methods and approaches emphasize experience over innovation, which can easily lead to content and actual situations deviating, resulting in misunderstandings and doubts among society and students. The acceleration of the process of economic globalization and the open use of the Internet have provided a convenient door for the decadent and backward ideas of the bourgeoisie to take advantage of the opportunity and brought new challenges to ideological and political education. Undoubtedly, the application of psychological theories in ideological and political education is beneficial for mastering psychological phenomena and their regularities, thereby enhancing the pertinence and effectiveness of education.

The psychology of ideological and political education, like other disciplines, comes from social practice experience and studies its formation reasons and development laws. Our country started relatively late in the professional research of this discipline system. Due to the unique political, legal, historical, and cultural backgrounds of each country, the teaching of ideological and political education psychology in China is still in the development stage. Most of them draw on the rich experience of foreign psychology and have not effectively combined the phenomena and psychological changes generated by ideological and political psychology. Defining this discipline within a certain framework is one of the important reasons that limit its development, as well as the difficulty in determining its focus.

4.2 Problems in the Development of Disciplines

4.2.1 Education practitioners are non professional and have a low degree of specialization, resulting in low levels of psychological education, low efficiency, and low influence. Most practitioners engaged in psychological work related to ideological and political education are not professional researchers in this field. Part of them come from the major of ideological and political education, and some come from psychology related majors. In the interdisciplinary integration, they have not been able to receive self-education first, and their professional abilities are insufficient.

4.2.2 The technological means and tools of psychological education cannot keep up with the development trend, lacking advanced technology and tools, which is not conducive to the standardized and scientific development of psychological education. At present, the educational methods and tools related to ideological and political education psychology rely solely on teachers' self-awareness and

rely on indoctrination and guidance methods to carry out education, lacking advanced technological assistance. The methods and approaches are single and ineffective.

4.2.3 Lack of experience summary and information exchange, due to the financial and material limitations of the school, academic and experience exchange is difficult to conduct externally, and advanced academic achievements and the latest information are difficult to obtain. There are too few and low-quality forums related to ideological and political education psychology at the national level, and the level of attention is not high nationwide. It is difficult to circulate and summarize information related to educational research, and there is a lack of communication and learning among researchers.

4.2.4 The effectiveness is poor, and the comprehensive development policy for students has not been truly implemented. Only the cultivation of students' intelligence and skills is emphasized, while morality often falls into preaching. The psychology of ideological and political education has not been able to truly play a role.

5. Innovative Path of Ideological and Political Education Psychology

Schools are the main force and battlefield for the development of disciplines. Ideological and political education and psychology serve students, so schools are the main battlefield for the development of disciplines. Educators are the main force for subject research and innovation, and students are the main force for learners and recipients of services. School ideological and political education psychology should play a major role in improving service institutions, gathering the energy and wisdom of educators, and providing students with comprehensive and high-quality ideological and political psychological services. Schools play a leading role in attracting and cultivating talents in the field of ideological and political education psychology. According to the needs of students, scientifically allocate professional personnel in a certain proportion, accelerate the professionalization of professional personnel, cultivate and improve the professional quality of existing personnel through systematic training, and drive the development of disciplines through the introduction of professional talents. As implementers, schools should play an active role in curriculum construction, taking into account students' thoughts, psychology, emotions, behaviors, and other factors. They should not only solve students' knowledge problems, but also solve their ideological, psychological, and behavioral problems, in order to promote the healthy development of disciplines and improve the implementation effectiveness of disciplines. The government and society are the sources of strength for discipline construction. Schools are the main force and battlefield of ideological and political education psychology, so the government and society are the forces that maintain the construction and development of disciplines. Because the construction of disciplines requires support from the government and society in terms of people, finance, and materials, as well as policy support from government departments, schools are in a disadvantaged position in this regard. Relying solely on their own efforts cannot solve the funding problem needed for development. The extensive participation of society can gather collective wisdom and strength, and make the whole society pay attention to and

value the construction of disciplines,

Create a favorable atmosphere for the development of the discipline. Therefore, the support and assistance from government departments and society will be the source of strength for the continuous development of ideological and political education psychology. The comprehensive reform of disciplines is the intrinsic driving force for sustainable development, which requires continuous innovation and all-round reform. The development goal of ideological and political education psychology is to explore the cultivation methods of students' healthy psychology through the application of basic psychological principles in the practice of ideological and political education, with the aim of achieving the formation of students' socialized personality. The traditional teaching method is to inculcate ideological and political knowledge, moral knowledge and code of conduct to students by preaching. This model does not fully mobilize the enthusiasm and initiative of students, which is easy to make students bored and resist, and is not conducive to the formation of students' complete personality. Therefore, comprehensive reform of disciplines is imperative.

5.1 Establish a Comprehensive Disciplinary System for Ideological and Political Education

As a young discipline that has just emerged, the psychology of ideological and political education is facing problems such as incomplete disciplinary system, insufficient preparation of basic theories, and weak integration of theories. Based on this development status, in order to make the psychology of ideological and political education a strong discipline, we must strengthen basic theoretical research in the development process of this discipline, and integrate it with related disciplines such as education, psychology, and sociology. This is an essential way to improve the discipline system of ideological and political education. Starting from the school teaching system, improve the quality of the construction of the discipline of ideological and political education psychology, carry out diversified teaching activities, and attach importance to the construction of relevant systems and systems for ideological and political education psychology teaching.

5.2 Building a Research and Teaching Team for Ideological and Political Education Psychology.

Teaching and research are inseparable. Teaching relies on research results, which are tested through teaching practice. Establish a research team for ideological and political education psychology nationwide, call on outstanding researchers to participate, circulate information resources on a large scale, integrate theoretical systems, and concentrate on researching cutting-edge content. Within the scope of learning, cultivate and convene outstanding talents related to ideological and political education psychology, form excellent teaching teams, apply cutting-edge theoretical systems for practice, improve teaching effectiveness, and verify research results. Establish a comprehensive teaching system and framework, and attach importance to the role of ideological and political education psychology.

5.3 Fully Utilize Advanced Science and Technology.

The current way and method of carrying out ideological and political education work are too single. Relying solely on teachers' indoctrination and guidance leads to insufficient effectiveness. By utilizing

advanced technologies such as developed network systems and artificial intelligence, we will carry out online education, AI education, and create related apps. Through invisible education methods, we will use more attractive methods to carry out educational and teaching activities.

6. Conclusion

In China, the psychology of ideological and political education is a relatively novel discipline, formed by the combination of psychology and ideological and political education. It can play a significant role in the development of people's thinking patterns, life and learning in the new era. Many universities have done a lot of work to improve it. This article provides a simple integration to analyze the development process and a series of problems that exist in the process, in order to improve the effectiveness of ideological and political education psychology education through path innovation. The development of disciplines requires the attention and support of the government and the whole society, and requires the unremitting efforts of ideological and political education and psychology workers, so that the degree of benefit that students receive from services can be used as a criterion for testing the effectiveness of discipline development.

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