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Problems and Countermeasures: Professional Cognition of Ideological and Political Education Major Students

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Abstract

The cognitive level of students majoring in ideological and political education directly reflects the construction of ideological and political education and the quality of personnel training, which is an important basis for further promoting the development of ideological and political education. From the dimensions of channel, degree, and behavior of cognition of ideological and political education major, we know that students of ideological and political education major have some problems in professional cognition, such as low starting point of cognition, low degree of cognition, single-channel of cognition, etc. We also try to strengthen the professional cognition of students of ideological and political education major from the aspects of correcting professional attitude, improving professional interest, strengthening professional cognition education, strengthening professional construction, personnel training and ideological guidance, etc., and further enhance professional identity, so as to better promote the construction and development of ideological and political education major.

Keywords

ideological and political education, professional cognition, problems and countermeasures

1. Introduction

Professional cognition is the foundation of professional learning.

Understanding the professional cognition of students majoring in ideological and political education is helpful to strengthen the reflection of students' professional cognition attitude and promote the cultivation of interest in professional cognition, so as to improve the degree of students' professional cognition. At the same time, it can also effectively promote the school to update the personnel training program, strengthen professional construction, and promote professional development. This paper takes the students of all grades of ideological and political education major in three schools in southwest

China as the research object and conducts investigation and research from the channels, degrees, and behaviors of professional cognition. In order to find out the problems existing in the professional cognition of students majoring in ideological and political education through investigation, deeply analyze the causes and put forward targeted countermeasures, so as to enhance the professional cognition and identification of students and further promote professional development and personnel training.

2. Raising of Issues

Most students majoring in ideological and political education chose to study this major in the university after the college entrance examination, with the hope of college life and their high school love for politics and teachers. However, a small number of students in this major are recommended by others. Due to the relatively single cognitive channel of the major, no systematic research and consideration have been carried out on this major. A small number of students are still not well aware of this major and do not know enough about its development prospects. In addition, a small number of students are transferred to this major and lack certain autonomy in professional selection. The cognition of some students to this major is not only influenced by their own subjective factors, but also by some imperfectness of the school's training plan for this major and objective reasons such as the prejudice of some people in the society against this major, etc., to a certain extent, the professional identity of the students of this major is affected.

"Cognition" can be understood as each person's thoughts and views on the things that exist around him, the meaning of the existence of some things, or the understanding of the objective necessity of their existence."Professional cognition" is essentially a process of continuous understanding of a major, which accompanies the whole learning process of the major students. In this process, we will continue to understand the relevant information of this major through various channels, form a more systematic and comprehensive professional thought, deepen our awareness of the major we have learned, enhance our interest in this major, and form positive cognitive behaviors, thus enhancing our professional identity.

As far as "professional cognition of students majoring in ideological and political education" is concerned, it refers to the degree to which students majoring in ideological and political education understand various professional activities that they will participate in through various channels, as well as the basic principles and methods, basic knowledge and relevant theories, professional development and employment prospects of the major.

According to the basic characteristics of its cognition, it has the characteristics of foundation, difference and long-term effect. First, the foundation of professional cognition. The professional cognition reflected by this feature is basic, which shows that this kind of professional cognition is helpful to have a basic understanding of the work of this major and to cultivate professional interests and professional thoughts. Secondly, the difference of professional cognition. Influenced by different

factors, professional cognition has the characteristics of individual differences. If there are different channels of professional cognition, students can learn about the professional situation through other people's introduction, school official website, brochures and other different channels, thus causing cognitive differences. The difference of cognitive subjects may also result in the difference of professional cognitive level. The initiative and cognitive style of cognitive subjects are also important influencing factors for the difference of professional cognition. Finally, the long-term characteristics of professional cognition."The increase in cognitive skills occurs in a pattern of gradual and sustained growth" (Robert & Wendy, 2003, p. 38). Only in the long-term process of cognitive development can a certain depth and breadth of cognition be achieved. Professional cognition runs through the whole process of the cognitive subject's professional learning, which makes their attitudes and related behaviors towards the specialty affected for a long time and will also affect their choice of future work direction.

3. Methods

Scientific adoption of research methods based on research questions. First of all, the determination of the research object. According to the theme of this article, the students in ideological and political education major are taken as the research object. This study selects students majoring in ideological and political education from 5 universities in Chongqing as the research object. Secondly, according to the knowledge structure and social experience of college students, a questionnaire survey method is adopted. 500 questionnaires were distributed, 495 were recovered and 483 were valid. Finally, the survey data are collated and statistically analyzed by EXCEL software.

4. Findings and Discussions

4.1 Finding Problems: From the Students of the Ideological and Political Education Major Professional Cognitive Channels Are Relatively Single

In the era of big data, the Internet has gradually become the main channel for students majoring in ideological and political education to carry out professional cognition. Through the Internet platform, official website can be browsed through the Internet to learn relevant information about the major. Generally speaking, the channel for professional cognition is relatively single. For first-year freshmen, they learn about the relevant information of ideological and political education major mainly through enrollment brochures and brochures. It is believed that through the school enrollment brochures and brochures, the situation of the school can be understood intuitively, and the relevant information of the major can also be understood directly from official website.

4.2 The Degree of Professional Cognition Is not High Enough

Generally speaking, most students of ideological and political education major have high professional awareness, but there are some students who do not know enough about this major and do not know enough about the professional information such as the courses of this major and the degrees obtained

after graduation. In the course of the investigation, it was learned that nearly 51% of the students said that their knowledge of this major was obtained through their introduction. However, this kind of knowledge is likely to be accompanied by other people's subjective emotions. When asked about the employment rate of this major, 30% of the students said that they did not know or did not know it. 61% of the students thought that their employment direction after graduation was to be a political teacher in a middle school. The choice of employment direction was relatively simple. They did not know which fields of study their major could further their studies in and did not know enough about their development prospects.

4.3 Low Professional Identity

Professional cognition is based on professional cognition. According to the survey, 84% of the students said that they agreed with this major, and this part of the students suggested that they should not change to study other major and generally agreed with this major. At the same time, 9.7% of the students suggested that if they had the opportunity to choose another major, they might not choose this major and should change their major. 6.3% of the students said they would definitely change their major if they had the chance. It can be seen that in the overall recognition of ideological and political education major, there are still some students of this major who do not agree or do not fully agree with it.

4.4 Professional Cognitive Behavior Is not Active Enough

Positive and negative cognitive behaviors are directly related to the degree of cognitive subject's professional cognition. According to the survey, some students said they would only learn about the major when they were studying or seeking employment. 45.3% of the students said that they would take the initiative to take part in some professional activities in winter and summer vacation to enrich their professional qualities. 52% of the students said that they would continue to study their major and give full play to their professional characteristics if they had the chance. 23% of the students said that in order to better understand the major, they would take different actions to deepen their understanding of the major. 18% of the students proposed that due to various subjective and objective reasons, their professional thoughts lacked systematicness, their understanding of relevant professional information was insufficient, and they were unwilling or unable to take positive actions to recognize the major, so this part of the students were not active enough to take corresponding cognitive actions.

4.5 Finding the Cause of the Problem: From the Ideological and Political Education Major Students From the Perspective of Students, Their Cognitive Interests and Abilities Are Insufficient

Lack of interest in professional cognition

Lack of interest is the direct reason that affects cognitive subjects' professional cognition. Through interviews, we know that some students still lack relevant knowledge of the major after one year or more of study, only know what courses they have learned, do not know which courses they will learn, lack interest in understanding the structure or nature of the courses they have learned, and are still not very interested in some courses they have offered after a period of study. The survey found that 63.5% of the students are generally interested in this major and believe that the study of this major is helpful

to their ability improvement. 59.7% of the students believe that the study of this major has certain influence on their character building and personal cultivation. However, 26.5% of the students still express their reluctance to continue studying this major, which is directly due to their low interest.

4.6 Lack of Autonomy and Low Starting Point in Professional Selection

The professional choice from middle school to university can also reflect the professional cognition of cognitive subject to a certain extent. Nearly 70% of the students regard this major as an ideal major, but few of them know less about this major when they apply for this major. 5% of the students learn this major because of the adjustment of major, and lack of certain autonomy in major selection. 12% of the students said they would change their major if they had the chance. Through understanding, 54.5% and 16.3% of the students chose the major of ideological and political education because of their personal interests and recommendations. However, choosing this major on the recommendation of others reflects to a certain extent that the cognitive starting point of the cognitive subject is relatively low, which is an important reason why some students lack certain confidence in this major.

4.7 Professional thought Lacks Systematicness and Comprehensiveness

The systematicness and comprehensiveness of professional thoughts directly reflect the degree and breadth of cognitive subject's cognition of the specialty. The survey found that 18.3% of the students think that the knowledge involved in this major is professional and theoretical. Some major courses are difficult to learn, and there are some difficulties in understanding or applying. Therefore, their learning enthusiasm is affected, and their professional cognition lacks certain systematicness. Due to various subjective and objective reasons, they are relatively lack of initiative in deepening their professional thoughts, lack of comprehensive understanding of their professional thoughts, and their incomplete professional thoughts further affect their ability to carry out professional cognition.

4.8 From the School's Point of View, the Talent Training Program Is not Perfect Enough

In terms of cognitive practice, guidance is not enough.

The personnel training program requires that the students be organized to complete 2 pieces of experience and research reports in the 2nd-3rd semester to further train the students' social practice and writing ability, but before that, the students were not given timely explanations on the research reports and other relevant writing knowledge. Some students do not understand the standard writing format, incomplete content, unscientific conclusion of the research report, and have not really reached the training goal. There is insufficient guidance in professional theoretical study, which affects the cultivation of students' professional cognitive interest to a certain extent.

4.9 In Terms of Teaching Skills Training, Guidance Is not Enough

Organizing a "wonderful moment" lecture competition, the design is conducive to training the teaching ability of the students of this major, but every student must participate, and some students only passively participate in the competition under compulsory requirements. During the competition, no professional teachers were assigned to guide, which could not really play a role in familiarizing with the teaching process and improving teaching skills. Some students said that as a major in normal

education, they hope that the school can organize more students of this major to carry out professional training, arrange professional teachers to guide them, and pay more attention to guiding students to strengthen teacher skills training. The lack of guidance on professional skills in schools will affect the professional characteristics of students of this major and further affect their initiative in professional cognitive behavior.

In addition, some students' parents and others in the society misunderstand. Education cannot be separated from society and is influenced by many social factors. However, "education and society do not go hand in hand completely" (Jin & Li, 2005, p. 107) Some parents will form the idea of "regarding education as a survival tool" (Howard & Samuel, 2006, p. 1) from the perspective of maximizing benefits, thus examining the major of ideological and political education will lead to misunderstanding. Some people do not think highly of the specialty of "ideological and political education" when they mention it. They think that it is basically not difficult to engage in professional teaching after reading this specialty. In the view of some parents, political science does not need much study. These attitudes will, to a certain extent, imperceptibly affect a small number of students. This has also caused some confusion to the professional cognition of the students majoring in ideological and political education.

Countermeasures: Improve Students' Professional Cognition of Ideological and Political Education Major

Students should correct their professional cognitive attitude and strengthen their own cultivation of cognitive interest in this major.

Interest is the best teacher. To learn ideological and political education well, it is very important for students to cultivate their own cognitive interest. Correct the cognitive attitude towards the ideological and political education major, continuously cultivate their own enthusiasm for the specialty's cognition and improve their professional cognitive ability, thus reducing the difficulty of professional cognition from their own level.

Students of this major can take active cognitive behaviors through participating in various professional-related activities organized by the school, continuously strengthen professional cognition and improve their professional skills. You can take advantage of your spare time to participate in professional-related teaching activities, such as social practice in some primary and secondary schools or educational training institutions, to train students' professional teaching ability through practice, to write relevant summary reports after practice, and to strengthen the cultivation of professional cognitive interest through continuous practice.

The school should update and perfect the personnel training plan and broaden the cognitive channels of ideological and political education major.

The school provides more professional cognitive opportunities for students of this major through various channels. It is clearly stipulated in the personnel training plan for ideological and political education that activities such as case analysis competition and current affairs hot spot analysis are organized, and professional knowledge is used for analysis and reporting. The purpose is to improve

students' ability to apply professional knowledge to analyze and solve problems, which is conducive to broadening their professional cognitive channels.

At the same time, combined with the actual situation of the students of all grades, lectures are held irregularly for the students of this major, which is conducive to the cultivation of their professional cognitive interest, and convey various information of this major, such as subject attributes, curriculum setting, training objectives and other related contents. To create conditions for broadening the professional cognitive channels of students of this major.

Increase the publicity of relevant information of this major and enhance the influence of this major at multiple levels.

Schools can further make use of the Internet platform, improve enrollment brochures and publicity brochures and other publicity methods, so as to more effectively publicize the relevant information of ideological and political education. Starting from the actual needs of students of all grades, the cognitive education of relevant information in this major is continuously strengthened from different aspects.

In view of the misunderstanding of the ideological and political education major by some people in the society, the school should take corresponding measures to transmit correct professional information to students, strengthen their professional awareness and enhance their professional confidence. Because, in the society, whether it is the person who performs well or "the other person who performs poorly" will also affect people's views and feelings about themselves" (Ziva, 2013, p. 367), and then, students' cognition and evaluation of themselves in their major will be affected accordingly. It is necessary to strengthen the publicity of professional authentic knowledge. At the same time, it is also necessary to publicize the essential attributes of ideological and political education specialty to the society in due course, to enhance the society's original cognition of the specialty, to correct some professional cognitive biases in the society, and to make it evaluate the specialty fairly and objectively.

Especially in the current situation of intense employment competitiveness, it is necessary to continuously enhance the influence and competitiveness of this major. To strengthen the various skills training of the students of this major, to enhance their professional and cultural qualities, and then to reduce the difficulties that may be encountered in the future employment, and to enhance the overall competitiveness of the graduates of this major. Let them pass on more positive energy in their major after entering the society.

Strict requirements and active guidance should be combined to enhance students' professional identity.

Starting from the actual situation of the students, the education authorities, on the one hand, take certain compulsory measures to provide certain professional cognitive education conditions for ideological and political education students. For example, in terms of professional awareness testing, a unified standard should be established for schools, and supervision over the implementation process of each school should be strengthened. At the same time, in terms of students' professional awareness, a corresponding evaluation mechanism for ideological and political education should be formed. It is also

necessary to promote communication and cooperation among relevant schools in due course, learn from experience, and improve the competitiveness and influence of this major.

On the other hand, it is necessary to take corresponding guiding measures and give active professional guidance to the schools that set up the specialty. Especially in the first year of college, an introduction course for the major of ideological and political education is specially set up, aiming at the major of ideological and political education, students' professional cognition is consciously cultivated. Especially to strengthen the guidance of curriculum essence and core knowledge, because "the answer to the question of curriculum essence is unavoidable for any curriculum scholar" (Jin & Li, 2005, p. 164). Therefore, the essence and core issues of ideological and political education professional courses are transmitted to students in the guidance, so that students can gradually cultivate professional interests in the learning process. when students' interests are led to the right path (Johann Friedrich Herbart, 2015, p. 18), scientific professional attitudes will be formed.

5. Conclusion

Professional cognition is the premise of professional identity and the basic requirement of improving students' professional ability. At present, there is still an imbalance in the quality of personnel training for ideological and political education majors in China. One of the important reasons is that there are still deviations in students' cognition and recognition of their major. In the process of promoting the construction and development of ideological and political education major in China, attention should be paid to improving it from the cognitive starting point and cognitive channels to cultivate students' professional interests and enhance their professional abilities.

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