

Research on Ideological and Political Education from the Perspective of Educational Information Reception*

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Abstract—This paper investigates the process of college students' channel selection, information recognition, selection processing, acceptance and feedback of "outline" course teaching. Through statistical analysis and hierarchical analysis of the frequency, the information needs and acceptance of college students in these links are analyzed to suit the remedy to the case, enhancing the teaching effect. The statistical results show that there is a gap between the current teaching objectives of ideological and political education and the information reception of educational recipient. In order to improve the teaching effect, it is necessary to focus on choosing the source of "learning from the history", make full use of diversified channels, and combine the leading role of information donors with the main position of recipients.

Keywords—*educational recipient; information reception; ideological and political education*

I. INTRODUCTION

With the influence of social information and value diversification, college students nowadays are antipathetic to political study and do not attach importance to theory. The "attendance rate" and "the rate of rising head" of ideological and political theory course are generally low, which affect the effectiveness of the teaching of ideological and political course. At the National Conference on Ideological and Political Work in Colleges and Universities held in December 2016, General Secretary Xi Jinping made an important speech, pointing out that "the ideological and political theory course should be strengthened in the process of improvement, enhance the affinity and pertinence of ideological and political education, and meet the needs and expectations of students' growth and development" [1]. The reform of education and teaching of ideological and political education points out the direction of action from the perspective of educating the recipients.

College students are the recipients of education, and their reception of teaching information is the key to the realization

*Fund: Education and Teaching Research Project of Harbin University of Technology (Weihai), "Integration of School History Resources into the Teaching and Research of "Outline of Modern Chinese History"(BKJY201925)

of teaching objectives.

II. SURVEY DESIGN

In order to grasp the information acceptance of college students of the ideological and political theory course, this survey takes the sophomores in Weihai Campus of Harbin Institute of Technology as samples, and classifies them into male and female, liberal arts majors, science majors and engineering majors, and the urban and rural according to the location of their families. The paper questionnaires and anonymous e-mail are used to fill in the survey.

According to the progressive process of information transmission and reception, the content of the questionnaire is designed into four dimensions: the attitude and purpose of the teaching object to obtain information, channel selection, information decision-making method and evaluation of teaching information, so as to reflect the information supply, demand and reception of the ideological and political theory courses by the educational recipients more comprehensively.

A total of 1000 questionnaires were sent out and 979 valid questionnaires were recovered, with an effective rate of 97.9%, which can reflect the research theme more completely. For the obtained data, the author used SPSS statistical software to carry out statistical analysis and hierarchical analysis of the frequency (AHP), and obtained key parameters.

III. STATISTICAL ANALYSIS

There are fourteen questions in the questionnaire. The questions at different levels are designed around four dimensions. The results are as follows:

A. Educational Recipients Have a More Positive Attitude Towards Information Acquisition, with Self-improvement as Their Main Purpose

The survey on the attitude of learning courses is a single-choice topic. According to frequency statistics in "Table I", the proportion of students who choose "useful and willing to learn" ranks first, and those who choose "very useful and eager to learn" ranks second. The sum of the two is more

than 62%, which shows that most students have a positive attitude towards this course. There are more students who choose "indifferent, can learn and not study", and the proportion of liberal arts students choosing this column is as high as 45%, which is related to the political and history courses offered in junior high school and senior high school. In addition, male respondents were more motivated to learn this course than female respondents.

TABLE I. ATTITUDES TOWARDS INFORMATION ACQUISITION

Attitudes to Learning	Ratio /(%)	Rank
Useful and willing to learn	37.5	1
Very useful and eager to learn	25.1	2
Indifferent, can learn or not study	24.5	3
Don't want to learn	8.6	4
Others	4.3	5

The purpose of learning this course is designed to be a multiple-choice sorting question: "What are the three main purposes of learning this course? Please rank them in order of importance from high to low." "Table II" shows that the number of students who choose the item "pass the examination with credits or grades" is the largest, reflecting the impact of examination-oriented education model. However, only 191 students chose it as the first goal of studying ideological and political theory. The selection rate of "increasing knowledge and broadening horizons" and "summarizing social laws to guide reality" is also very high, and it exceeds "credit or achievement consideration" in the order of importance, which reflects the desire of college students to improve their own quality and obtain practical guidance. It is worth mentioning that most of the students with rural family background are preferred to "summarize social rules to guide reality" or "life or postgraduate examination needs". They are facing more economic life pressure and cultural identity obstacles in the process of urban socialization and more need theoretical guidance to reality. [2]

TABLE II. INFORMATION ACQUISITION OBJECTIVES

The purpose of learning this lesson	The total frequency	The preferred frequency
Considering credits or grades	895	191
Increasing knowledge and broadening horizons	825	358
Summarizing social law to guide reality	735	393
The needs of life or postgraduate entrance examination	145	37
Others	59	0

B. The Channel Selection of Educational Recipients Is Diversified, and Different Teaching Channels Have Irreplaceable Functions

Channel refers to the channel of information or signal transmission, which refers to the way and way that educational recipients receive information carriers such as

language, image and color. There are three main questions in investigating the channels for educational recipients to obtain information about courses: "what are the main channels for you to learn this course"; "please rank the reliability of learning channels from strong to weak"; and "please rank the effectiveness of learning channels from strong to weak".

TABLE III. MAIN CHANNELS AND EFFECTS

Learning channel	Frequency	Reliability	Validity
Classroom teaching	956	1	3
Network media	745	4	4
Books, newspapers and television	433	2	2
Visit and inspection	312	3	1
Others	98	5	5

From "Table III", it can see that the choice of the first question is in line with the current educational situation. Classroom teaching has become the main learning channel for college students based on the requirements of compulsory courses, and 97.7% of the students surveyed have chosen this one. While "network media" has emerged as an important carrier of information because of its fast and broad advantages, "books, newspapers, television, news broadcasting" and "visits and inspection" have slightly less impact due to class hours and curriculum arrangements, but there are still 34% of students choosing it. Overall, the channel selection of educational recipients has tended to be diversified.

In the second question of channel reliability rank, "classroom instruction" is still the most authoritative and credible channel as a traditional way of information transmission, but the reliability of "books, newspapers, television, radio" and "visits and inspection" is higher than that of "network media". There are some changes in third question about the "channel validity rank". That is, the validity of "visiting and investigating" is in the first place, the validity of "books, newspapers, television, and radio" is in the second place, and the validity of "classroom teaching" is in the third place, which is just the opposite of the current channel arrangement of ideological and political theory courses.

In summary, the channels of "classroom teaching", "book, newspaper, television, radio" and "visit and inspection" have their irreplaceable functional advantages in students' information reception. It is necessary to adjust the current classroom-based teaching methods, supplemented by media channels such as books, newspapers and television, and attach importance to students' practical learning to improve the teaching effect.

C. Information Decision-making of Educational Recipients Is Greatly Influenced by Teachers, and Examination-oriented Learning Results in Poor Information Absorption and Conversion

Information decision-making refers to the process in which the information demander receives the original information, analyses and reprocesses the information, and finally absorbs the information. In this process, the interest,

knowledge and experience, conscious orientation and external factors of decision makers will have influence.

TABLE IV. INFLUENCING FACTORS OF INFORMATION DECISION-MAKING

The factors affecting the learning effect	Frequency	Rank
Quality of teachers and teaching content	865	1
Personal factors	762	2
Classroom, multimedia, style of study and other environments	421	3
The attitude of school or college towards this course	231	4
Others	111	5

In the survey of the influencing factors of information decision-making (see "Table IV"), most students think that teachers are the first factor affecting learning enthusiasm. Teachers' personality charm, self-confidence attitude, theoretical level and other factors affect the reception effect of information, which puts forward high requirements for teachers' professional quality and teaching methods.

TABLE V. INFORMATION PROCESSING METHODS

Curriculum memory method	Frequency	Ratio/(%)
The material of listening, teaching and reciting	927	94.7
Taking class notes	877	89.6
Discussing with teachers and classmates	678	69.3
Searching information and thinking dependently	335	34.2
Practice and investigation	211	21.6

In addition, different learning styles also affect the information decision-making process of educational recipients. "Table V" shows that "taking notes in class" and "listening, teaching and reciting the material" are the most commonly used memory methods for college students. About 90% of the respondents have chosen these two modes. It can be seen that they still focus on the test-taking methods such as memorizing and reciting, which will affect the understanding and application of theory. The selection groups of "independent thinking" and "practical investigation" are smaller. Generally speaking, college students have certain subjective initiative in learning this course, but the examination-oriented mode of information processing decision-making affects the degree of information absorption, and is not conducive to the conversion of theory to practice.

D. The Information Acquisition of Educational Recipients Basically Conforms to the Teaching Objectives, and the Satisfaction Needs to Be Improved

There are four questions about the information feedback item of the teaching of ideological and political theory course. The first is the statistics of what students get from

this course, that is, the effect of indefinite choice of learning courses. From "Table VI", it can see that the theoretical and ideological functions of "enriching knowledge connotation", "firming belief" and "understanding national history and national conditions" account for a large proportion, which is consistent with the teaching objectives of the course. However, there are fewer choices for postgraduate entrance examination, employment and interpersonal communication, which show that the social function of this course is relatively recessive. And it is not easy to directly translate into social benefits. Comparing with the previous survey of learning purposes, it can be seen that there is a certain gap between college students' expectations of practice and the actual effect.

TABLE VI. INFORMATION RECEIVING FEEDBACK

The effect of learning this course	Frequency	Rank
Enriching knowledge connotation and humanistic spirit	864	1
Establishing world outlook and value, and affirming the belief	633	2
Understanding national history, national conditions and policy ideas	524	3
Assisting postgraduate examination and employment	509	4
Be conducive to interpersonal skills and business handling	287	5

The second and third problems are the evaluation of teachers and teaching. In "Table VII", the students appreciate the present teachers. "Table VIII" reflects the opinions of the educational recipients on the specific teaching items of the course. The satisfaction of the three items of "teaching effect", "teaching content" and "teaching method" is relatively high, and more than half of the students are more satisfied. However, the unsatisfactory degree of "teaching content" is as high as 23%. The evaluation of teaching conditions and assessment methods is very low, which needs to be improved urgently.

TABLE VII. EVALUATION OF INFORMATION TRANSMISSION SUBJECTS

Teacher performance	Total points	Score (average)
Be decent and serious	10.0	9.9
Giving lecture lively and passionately	10.0	9.8
Combining theory with practice	10.0	9.81
Good blackboard writing	10.0	9.83
Effective use of class time	10.0	9.82
Marking homework carefully	10.0	9.81
Rigorous scholarship and strict requirements	10.0	9.88
Answering questions carefully and patiently	10.0	9.87
Respecting and loving students	10.0	9.88

TABLE VIII. EVALUATION OF INFORMATION CARRIER

Evaluation Proportion Project	Very good	Satisfactory	General	Very unsatisfactory
Teaching effect	11%	44%	36%	9%
Teaching condition	2%	23%	52%	23%
Teaching contents	22%	40%	21%	17%
Teaching methods	31%	33%	22%	14%
Assessment method	2%	24%	37%	37%

The last question is to list the areas that need to be improved in the teaching of this course. The suggestions, such as teachers' ability and personality charm, teaching interest and vividness, practical teaching, linking reality, improvement of learning environment, examination and assessment methods, have not gone beyond the survey theme.

IV. TEACHING RESEARCH AND REFORM DIRECTION

To sum up, there is a gap between the supply and demand of curriculum information. In order to improve the teaching efficiency, it is necessary to reorient the teaching objectives according to the information needs of the educational recipients. It should not only adhere to the social function of the ideological and political education curriculum, but also embody the individual value of the individual development of students and practical guidance. It is necessary to construct from the following aspects:

A. Focusing on Information Source with Guiding Significance

The main purpose of ideological and political theory course is ideological and political education, but the starting point is to help students solve practical problems, and to focus on choosing information sources that are not divorced from college students' lives.

1) *Education emphasizing the historical reference:* History is an objective reflection of the development of human society and an important source of college students' world outlook and values. It has irreplaceable social and personal value functions. American historian Prasenjit Duara once said, "History is the most important means of education for the formation of national identity." [3] If the teachers can combine theory with practice and support the theory with vivid case demonstration, the teachers can make students feel the historical changes and the ups and downs of national destiny from the school history, motto, school style, and alumni's deeds, which can enhance the theoretical identity and emotional identity. Therefore, ideological and political theory curriculum should use school history and other materials to provide a world for college students to learn from, and help students to obtain a value orientation, a humanistic spirit, and a social understanding.

2) *Paying attention to the practical significance of theory:* According to the survey, one third of the students rank summarizing social laws to guide reality as the first choice, which reminds us that it is necessary to pay attention to cultivating students' ability to summarize social laws to guide reality, focusing on inspiring them to recognize self-worth, judgement and facing the society. Ideological and political teaching should focus on the practical guiding significance of information sources, such as revealing some social rules when talking about historical events, summarizing some rules of how individuals integrating into society, how to get along with others and how to treat themselves when summing up historical experience. [4] At the same time, they should be guided to put their historical experience into practice and integrate the realization of self-worth with the future of national development.

B. Choosing Diversified Teaching Channels

To enhance the teaching effect, one of the major difficulties is to enhance the students' interest in the ideological and political theory course. The survey enlightens that the teachers should choose channels according to the cognitive needs of the college students, making teaching methods and methods close to students' reality, conforming to the laws of education and teaching and the characteristics of students' learning, and advocating heuristic, participatory and research-based teaching.

1) *Using multiple teaching channels to mobilize students' learning enthusiasm:* One of the advantages of ideological and political theory course is that it has abundant teaching resources as its backing, and a large number of historical pictures, audio-visual and film and television works can be used as auxiliary materials for classroom teaching. At the same time, MOOC, SOPC and related technologies have built a network and information platform for the popularization of Marxism, especially for the effective communication among college students. [5] The use of network and multimedia means can better mobilize students' vision and hearing, and make students more happy and intuitive to receive education. In addition, book and newspaper excerpts, blog articles, television news and so on can greatly expand the teaching space and time, and strengthen the effectiveness of students' information reception.

2) *Guiding students to discuss in class and giving full play to the reinforcement effect of information communication on cognition:* From "Table V", it can be seen that 69.3% of the students discuss the learning content with their teachers and classmates. There is no doubt that the interactive transmission of this information can enhance cognition. Teachers can select topics from the hot spots of students' attention and guide students to consult materials. Then they can divide students into several groups according to the teaching class. Each group is assigned a discussion topic, so that they can consult materials and organize discussions after class. Finally, the results of group

discussions are displayed and explained in the form of multimedia in class, or discussed in class, so that students can get a deep understanding in the participation process.

3) *Paying attention to social practice teaching:* Historical materialism holds that the history of human society is the unity of regularity and purpose, which is based on human practice. [6] Social practice can make students resonate from the vivid perception of images, stimulate their sense of historical mission, and help students complete the leap from theory to practice. It is an effective way to transfer and transform information quickly.

C. Emphasizing the Subjective Status of Educational Recipients

College students are "educational objects with subjectivity", and have the desire to improve themselves and understand society, rather than passively accept the shaping. Spencer, a Western educator, believes that "the purpose of education is to make people live a complete life" [7]. Therefore, "education should start from real people and explore ways to realize the fundamental value of human survival and development." [8] That is to say, it is necessary to pay attention to the cultivation and protection of students' subjective consciousness and self-learning spirit. Specifically, in teaching, the historical materials containing life wisdom should be given to them to participate in the evaluation and analysis, and the students should be guided to think rationally about practical problems with an equal attitude, so that they can truly understand the unity of their own value and social value, so as to give full play to the social value function and individual value function of modern history education.

Teachers are the dominant factors of educational recipients' receiving information. Their professional quality, theoretical level, teaching skills and personality charm all play an important role in students' information cognition. In addition to improving their own quality, teachers should start from students' psychological cognitive characteristics to prepare lessons and teach lessons. Information encodes and transformation output conforms to the perceptual laws. The teaching content to be transmitted should be compiled into information that can be quickly and easily received, so that educational technology can truly become a bridge connecting the basic theory and practical problems of education. At the same time, it is necessary to establish an information feedback system so as to know the learning effect in time and promote the continuous improvement of teaching methods.

V. CONCLUSION

In addition, since ideological and political education in colleges and universities is a systematic project of all-round education. The teaching of ideological and political courses should strengthen the links with the various functional departments of schools, integrate into the rich and colorful campus cultural activities, and mobilize full-time teachers, party and government cadres and counselors, so as to build a

multi-component education team with complementary advantages.

In a word, the demand and acceptance of teaching information by educational recipients are directly related to the teaching validity. In order to achieve the teaching goal of ideological and political theory course and stimulate their real resonance with the socialist core value system, it is necessary to work hard from the supply factors of information.

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