

Research on the Cultivation of Non-Intellectual Factors in Ideological and Political Education in Colleges and Universities

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Abstract: *Non-intellectual factors not only promote the improvement of intellectual factors, but also meet the overall development needs of college students in the new era, highlighting the value orientation of ideological and political education in colleges and universities focusing on humanistic care. Ideological and political education in colleges and universities shoulders the mission of cultivating souls and educating people. It is necessary to attach importance to the cultivation of non-intellectual factors. Starting from grasping the concept of non-intellectual factors, focusing on the value and significance of cultivating non-intellectual factors in ideological and political education in colleges and universities, it is necessary to explore ways to cultivate non-intellectual factors from the three levels of educators, educational environment, and educational process in ideological and political education in colleges and universities, hoping to promote the integration of non-intellectual factors into ideological and political education in colleges and universities, Increase the effectiveness of ideological and political education in colleges and universities.*

Keywords: *non-intellectual factors; ideological and political education in universities; cultivation; route*

1. The Value Implication of Cultivating Non-intellectual Factors in Ideological and Political Education in Colleges and Universities

1.1. Non-intellectual factors promote the completion of the main tasks of ideological and political education in universities

Non-intellectual factors run through the entire process of ideological and political education tasks in colleges and universities, and are the hidden driving force to promote the completion of educational tasks.

First, in the education of ideals and beliefs, ideological and political educators in colleges and universities provide education in Marxist theory to the educated, thereby establishing the common ideal of socialism with Chinese characteristics and determined to strive for the realization of the Chinese Dream. Such reasoning education is indeed essential, but educators can mobilize non-intellectual such as willpower, attitude, and other psychological factors, so that students can correct their attitudes towards the rationality of ideals and the twists and turns of reality, and strengthen their ideals and

Secondly, in patriotism education, "patriotism refers to a social ideology that integrates thought, emotion, and will, in which people are loyal, loving, and serving their motherland." It inherently the influence of non-intellectual factors. Therefore, when cultivating students' patriotism and national spirit, ideological and political educators in colleges and universities should give full play to non-intellectual factors, stimulate students' emotions, and effectively cultivate students' patriotism.

Thirdly, in the education of democracy and the rule of law, ideological and political educators in universities usually conduct socialist democracy education and rule of law education for students classroom teaching. This not only requires instilling theoretical knowledge in students (such as the memory of legal provisions), but also encourages students to think, such as making them aware of the necessity of our education in democracy and the rule of law (needs, motivations, etc. in non-intellectual factors), cultivating students' awareness of democracy and the rule of law, and improving their literacy democracy and the rule of law [1].

Fourth, in comprehensive development education, as a non-intellectual factor that belongs to the

category of psychology, it plays a significant role in the education of mental health and quality in comprehensive development education, and helps promote the integration and development of ideological and political education and psychology in colleges and universities. In addition to the psychological level, non-intellectual factors also promote learning in the cognitive field and enhance the effectiveness of scientific and cultural quality education in comprehensive development education.

1.2. Improving the effectiveness of ideological and political education in universities by non-intellectual factors

On the one hand, non-intellectual factors promote the renewal of ideas in ideological and political education in universities. First, in classroom teaching, we should not simply pursue the traditional "indoctrination theory", but mobilize the emotions and needs of the educated based on their existing knowledge and ideological level, and add new content to their original cognitive structure, which helps the educated better accept and strengthen their sense of identity. Secondly, use non-intellectual factors to give full play to the subjectivity of the educated, enabling students to not only passively receive education, such as opening "flipped classroom", and enhancing the student's subjective effect. Thirdly, ideological and political courses should be more emphasized in social life, guiding students to boldly think based on their own temperament, interests, motivations, etc., establishing the concept of "big ideological and political courses", strengthening theoretical cognition and cultivating innovative awareness in social life[2].

On the other hand, non-intellectual factors optimize the methods of ideological and political education in universities. Since the development of ideological and political education, a relatively complete methodology system has been formed, but it still needs to keep pace with the times. In particular, ideological and political education in colleges and universities, whose educational objects are active in thinking and closely follow the trend of the times, can use non-intellectual factors to optimize their educational methods and reflect the characteristics of the times. For example, they are good at using incentive education methods, based on students' objective needs, stimulating students' subjective motivation, and encouraging students to strive towards the correct goals; Reasonably apply the infection education method, mobilize students' emotional power, make students resonate with the educational content, thereby being influenced and influenced unconsciously, and improving the educational effect; Timely use special methods such as psychological counseling and ideological transformation to bring into play the regulatory function of non-intellectual factors, eliminate certain special psychological and behavioral problems of the educated, and achieve the goal of educating people.

1.3. Non-intellectual factors meet the development needs of ideological and political education objects in universities

Currently, major social contradictions have changed, and the people are increasingly pursuing spiritual happiness and a better life. In addition, the information age has brought various cultural trends, and college students are active in thinking and willing to accept new knowledge and concepts. However, due to their low ability to identify massive amounts of information during the value construction period, it is easy to lead to unhealthy psychology and behavior. Therefore, cultivating non-intellectual factors to meet the development needs of college students in the new era is beneficial to the realization of all-round education of ideological and political education in colleges and universities.

On the one hand, in terms of science and culture, under the general background of "Internet plus", today's college students need to acquire more scientific and cultural knowledge than ever before. They can improve their initiative of autonomous learning by cultivating non-intellectual factors. For example, making college students have a sense of need for knowledge and a visceral learning need; Stimulate college students' interest in learning, generate positive emotions about knowledge, and engage in learning with full enthusiasm; Strengthen the will to learn, cultivate a correct learning attitude, etc.

On the other hand, in terms of ideology and morality, today's college students are faced with a vast amount of information with mixed qualities, which can easily lead to problems such as diverse value orientations. Cultivating non-intellectual factors in ideological and political education in colleges and universities can affect students' values. For example, motivation and need are important factors among non-intellectual factors, which have an important impact on the cultivation of individual values. Ideological and political education in colleges and universities must guide students to form correct behavioral motivations and needs. Only by starting from the correct motivations can students establish

scientific values and cultivate good ideological and moral character.

2. The cultivation path of non-intellectual factors in ideological and political education in colleges and universities

2.1. Improve the ability of ideological and political educators in universities to cultivate non-intellectual factors

College students, as the main force in promoting future social development, need to promote their comprehensive and healthy physical and mental development. Ideological and political education in colleges and universities has always focused on cultivating students' intellectual factors, while the emphasis on non-intellectual factors needs to be improved. Educators play a leading role in the educational process, so it is necessary to improve the level and ability of ideological and political educators in universities to cultivate non-intellectual factors, create a higher level of teacher strength, and enhance the effectiveness of ideological and political education.

(1) Coordinate the cultivation of intellectual and non-intellectual factors.

Intelligence factors and non-intelligence factors are interrelated and interact with each other. On the one hand, intellectual factors are the foundation and carrier of non-intellectual factors, because individuals can only generate non-intellectual factors such as emotions and attitudes based on intellectual factors such as memory and observation; On the other hand, non-intellectual factors can have an important impact on intellectual factors. In an individual's cognitive activities, if its non-intelligent factors play a good role, it will promote the improvement of intellectual factors, and vice versa. For example, if an individual has a strong interest in something, a strong motivation, a firm will, and a correct attitude, their ability to observe, remember, and think about it will inevitably improve, ultimately achieving their goals to the maximum extent.

Therefore, ideological and political educators in colleges and universities should coordinate the cultivation of intellectual and non-intellectual factors for college students, and cannot simply separate the two factors, nor can they unilaterally focus on the cultivation of only one factor. The cultivation of intellectual factors focuses on students' memory and understanding of theoretical knowledge, improving their thinking ability, and achieving good academic results[3]. The cultivation of non-intellectual factors focuses on enabling students to develop good learning habits and stimulate interest in learning, which not only helps students master knowledge, but also promotes students to consciously and independently learn and internalize acquired knowledge.

(2) Strengthen mental health education for college students.

The purpose of ideological and political education in colleges and universities is to cultivate the soul and cultivate people, and cultivate all-round development of young people in the new era. Currently, ideological and political education in colleges and universities pays more attention to the cultivation of scientific, cultural, and ideological and moral qualities, while paying insufficient attention to mental health quality. The current society is extremely complex and open, and the psychological health problems caused by college students, as well as some social problems caused by them, cannot be ignored.

In recent years, ideological and political education in colleges and universities has gradually paid attention to the psychological health problems of students and made some measures. Most colleges and universities also set up psychological consultation rooms and websites, but most of them are mere formality, with poor substantive results. The main reason is that most college students lack the correct understanding of the concept of mental health, are unwilling to communicate, and even reject psychological education. This requires ideological and political educators in colleges and universities to play the role of non-intellectual factors, create a good psychological education atmosphere within students, popularize basic psychological knowledge, teach self-psychological adjustment methods, and carry out targeted psychological guidance in the process of ideological and political education, guide students to correctly view psychological problems, put aside psychological stigma, and actively accept psychological guidance, thereby resolving psychological conflicts and mitigating psychological conflicts Optimize psychological quality.

(3) Master the development of non-intellectual factors among college students.

Improving the effectiveness of ideological and political education in colleges and universities

requires a combination of internal and external factors, that is, not only do ideological and political educators in colleges and universities need to improve education and teaching methods, improve the classroom teaching environment, but also start with students' own factors, pay attention to and grasp the development of their non-intellectual factors.

Ideological and political educators in colleges and universities should not only transmit and guide students' theories, but also clarify their ideological and psychological problems, understand the development status of non-intellectual factors such as the psychology, emotions, and interests of the educated, enhance the emotional exchange and psychological integration between the educator and the educational object, truly grasp the knowledge and ideological needs of the educational object, and thereby promote the good development of students' own non-intellectual factors, Improve their ideological and moral cognition and behavior level. For example, ideological and political educators in colleges and universities can learn from relevant knowledge of psychology and follow the principles of psychological counseling to help college students unblock psychological congestion and relieve ideological confusion; Using the method of psychological blending, we can draw the psychological distance between the two sides of education and construct an equal dialogue and two-way interactive teacher-student relationship; Combine the theory of emotional reinforcement to strengthen the theoretical identity of college students, so as to consciously internalize the educational content.

2.2. Creating an educational environment for integrating non-intellectual factors into ideological and political education in universities

Marxism believes that the interaction between environment and education must not be separated or opposed. The ideological and political education environment in the new era has a variable and creative impact on the development of human thought and behavior, and has a subtle and important impact. Therefore, in order to cultivate non-intellectual factors in ideological and political education in universities, it is necessary to create a good educational environment for the integration of non-intellectual factors.

(1) Create a good spiritual and civilized environment on campus. The spiritual environment of ideological and political education not only affects its material environment, but also works together with the material environment on ideological and political education. Non-intellectual factors are factors in the spiritual environment. Therefore, it is necessary to optimize the spiritual environment of ideological and political education in universities and strengthen the construction of spiritual civilization on campus. They not only promote the optimization of the spiritual environment of ideological and political education in universities through non-intellectual factors, but also exert the subjective initiative of the subject and object of education to cultivate non-intellectual factors, creating a good spiritual civilization environment for the integration of non-intellectual factors.

On the one hand, questionnaires can be used to enable college students to put forward expectations and suggestions for the construction of campus spiritual civilization, stimulate students' subjective consciousness, reflect students' needs and interests, and enhance the pertinence of the creation of campus spiritual civilization environment; On the other hand, strengthen the management of school culture, optimize the school atmosphere, class atmosphere, and learning style based on the construction of hardware facilities, and carry out rich activities to create spiritual civilization, providing a good cultural atmosphere for cultivating students' emotions, interests, and other non-intellectual factors.

(2) Create a clean and positive campus network environment.

With the development of Internet technology and the arrival of the era of educational informatization, ideological and political education in colleges and universities should not only make rational use of online learning resources, enrich educational methods, but also rely on network platforms to cultivate college students' non-intellectual factors. Purifying the network environment in universities is an inevitable requirement for cultivating non-intellectual factors in ideological and political education in universities.

For example, currently most universities have constructed their own new media matrix. In ideological and political classes in colleges and universities, new media can be reasonably used to create richer and more attractive educational contexts, meet students' psychology of seeking novelty and novelty, and stimulate students' interest. This can not only strengthen the classroom effect, but also grasp students' psychological and ideological status based on student feedback, creating an educational environment for the integration of non-intellectual factors; At the same time, courses such as psychological consultation and psychological education can be offered through new media education

methods such as Muke and WeChat classes to facilitate students' daily autonomous learning. Personalized ideological and political education can also be carried out based on the psychological problems and ideological confusion reflected by students; It also grasps students' ideological trends and learning needs through commonly used communication platforms, and can communicate with students online.

2.3. Penetrate non-intellectual factors into all aspects of the ideological and political education process in colleges and universities

Marxism believes that "the world is not a collection of established things, but a collection of processes." In the process of ideological and political education in universities, there are generally five stages that are interrelated and connected. Putting non-intellectual factors through it can effectively promote the cultivation of non-intellectual factors in high-level ideological and political education [4].

(1) Education preparation stage. This is the starting stage. The main task is to solve the decision-making problem of ideological and political education in colleges and universities, and to reasonably construct the relationship between the subject and object of education. To integrate non-intellectual factors into this stage, first of all, when discovering problems, integrate non-intellectual factors into investigation and research, and deeply analyze the common ideological and behavioral problems of college students. Secondly, when proposing goals, it is necessary to consider non-intellectual factors such as the ideological needs, behavioral motivation, and willpower of the educated, so as to propose realistic and feasible education goals with strong pertinence. Thirdly, when formulating a plan, it is often necessary to first formulate multiple plans, then combine the cultivation of non-intellectual factors, repeatedly compare and comprehensively weigh, and finally select the best plan. Finally, when constructing a harmonious educational relationship, it is more necessary to grasp the cultivation of non-intellectual factors such as the attitudes, interests, and emotions of the educated, which is more conducive to establishing a close educational relationship between the two sides, and the process of ideological and political education in colleges and universities will be more effective.

(2) Information exchange stage. This is the central link in the process of ideological and political education in universities, and its essence is the process of information exchange between both sides of education. On the one hand, when imparting information to the educated, educators should flexibly play the role of non-intellectual factors to enhance the effectiveness of information transmission. On the other hand, educated people are not "passive recipients" of information, but are influenced by their own non-intellectual factors to actively process and selectively receive information. Therefore, in the stage of information exchange, non-intellectual factors are permeated, so that ideological and political educators in colleges and universities can actively communicate ideas, moral norms, and so on. They can respond to the internal ideological and psychological contradictions of college students and independently choose to accept information.

(3) Theory internalization stage. This is an important link in the implementation stage of ideological and political education in universities. The so-called theoretical internalization refers to the process in which the educatee constructs the information transmitted by the educator independently. Theoretical internalization not only enriches individual cognition, but also contributes to the improvement of political beliefs and moral qualities. Theoretical internalization is always accompanied by the contradictory movement of the psychological factors (such as emotions, wills, attitudes, etc.) of the educated. Therefore, in the process of ideological and political education in colleges and universities, educators should not only convey scientific and accurate information to the educated, but also mobilize the theoretical internalization consciousness of college students that includes non-intellectual factors, so that they can realize the transformation from knowledge to belief without consciously.

(4) Externalization application stage. This is the most important and difficult link in the process of ideological and political education in universities. Theoretical internalization refers to the internalization of scientific thought and theory into individual ideological and moral qualities. The application of externalization requires the expression of these theories and qualities through external behavior, namely, the transformation from faith to action. This cannot be separated from the use of irrational factors. First of all, ideological and political educators in colleges and universities should stimulate the corresponding behavioral motivation of college students, and the stimulation of internal motivation is the key to the externalization of behavior. After generating reasonable motivation, students will make behavioral decisions. Secondly, ideological and political educators in colleges and universities should make targeted behavioral requirements and guide behavioral choices based on the ideological, psychological, and emotional status of the educated. Finally, it is necessary to cultivate the

internal willpower of the educated. A firm willpower is a reliable guarantee for overcoming difficulties in the process of thinking and changing behavior.

(5) Feedback regulation stage. Regulating ideological and political education activities in universities based on feedback information is a key task at this stage. Through feedback information, educators can grasp the actual state of the educated and the effect of receiving education, so as to timely adjust the education plan and specific implementation process.

On the one hand, it is necessary to analyze feedback information, which needs to play the role of non-intellectual factors, because the true feedback information of students in educational activities is expressed through emotions, psychological states, attitudes, interests, etc., which requires educators to improve their level of non-intellectual factors; On the other hand, educators adjust the content and methods of education appropriately based on the feedback received, which in turn promotes the development of students' non-intellectual factors.

Acknowledgments

This paper was supported by the "14th Five-Year Plan" Project of Social Science Research in Nanchong City "Research on the mode of university funding education based on multidimensional poverty theory" (NC23C056).

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