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Research on the Theoretical Interpretation and Enhancement Pathways of Socialist Ideology Identification among Art-Major College Students in the New Era

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Abstract: *Against the backdrop of the new era, fostering a socialist ideology with strong cohesion and guiding power constitutes a long-term strategic task for the country as well as a core issue that ideological and political education in higher education must tackle. Art-major college students possess such distinctive group characteristics as keen aesthetic perception, prominent individual expression, and rich artistic practice. Their identification with socialist ideology not only bears on the cultivation of individual ideals and beliefs but also directly concerns the talent reserve and value orientation of China's socialist literary and artistic cause. Adopting a theoretical-research perspective and integrating multidisciplinary knowledge of political science, pedagogy, psychology, and art studies, this paper systematically defines core concepts such as socialist ideology, ideological identification, and art-major college students; expounds the theoretical foundations, including Marxist ideology theory, social identity theory, and the theory of ideological and political education; analyzes the particularity of ideological identification among art-major college students and its three-dimensional generation mechanism of cognition, emotion, and behavior; and examines in depth the multidimensional factors of society, school, family, and the individual that influence the formation of identification. On this basis, it proposes practical pathways for enhancing socialist ideology identification among art-major college students from such dimensions as theoretical armament, curriculum-based ideological and political education, cultural infiltration, and collaborative education, so as to provide theoretical reference and practical guidance for the integrity-preserving innovation of ideological and political education and the cultivation of virtue and talent in colleges and universities.*

Keywords: *socialist ideology; art-major college students; new era; ideological and political education*

1. Introduction

Ideological work is an exceptionally important national undertaking, which bears on the guiding ideology, development path and political security of the country. Socialist ideology is the ideological banner and spiritual bond of contemporary Chinese society. It embodies the common ideals and beliefs, value concepts, and moral ideas of the whole society and constitutes the spiritual foundation of the country's development and progress. As the frontline of ideological work and an important cradle of talent cultivation, colleges and universities bear the natural mission of guiding young students to establish a correct worldview, outlook on life, and values and to form identification with socialist ideology. The requirement to "build a socialist ideology with strong cohesion and leading force" has charted the direction for ideological and political education in colleges and universities.

Art-major college students are a component of the college student body with distinctive characteristics. Compared with students of general majors, this group is generally active in thinking, rich in emotion, and keen in aesthetic perception; they are adept at expressing themselves through artistic languages such as visual, auditory, and body language, and they have a higher degree of acceptance and sensitivity to diverse cultures and social ideological trends. With the prosperity of the cultural industry and the deep penetration of network media, artistic creation, artistic performance, and online literary and artistic works continue to enter the field of vision of young people. In their professional learning and creative practice, art-major college students have significantly more opportunities to encounter foreign ideological trends, and their ideological concepts and value

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orientations are confronted with more complex environmental shocks [1]. This endows the socialist ideology identification of art-major college students with a particularity and arduousness distinct from that of the general student group.

However, current academic research on the ideological identification of college students is mostly carried out at the macro level and oriented toward the whole student body, while theoretical research specifically focusing on art-major college students is relatively weak. In particular, systematic theoretical interpretation of the particularity of their identification, its generation mechanism, and targeted cultivation pathways remains insufficient. In view of this, the present study adheres to a research orientation centered on theoretical construction and does not rely on specific empirical data. From a multidisciplinary and cross-disciplinary perspective, it systematically answers the core questions of "what" socialist ideology identification among art-major college students is, "how it comes into being," "what influences it," and "how it can be enhanced," striving to form a logically self-consistent and theoretically profound analytical framework so as to provide theoretical support for colleges and universities to carry out targeted ideological and political education for art-major college students.

2. Related concepts and theoretical foundations

2.1 Definition of core concepts

Clarifying core concepts is the premise of theoretical research. Socialist ideology is the organic aggregate of ideological concepts and value systems that have been gradually formed on the basis of the practical development of Chinese society under the fundamental guidance of Marxism[2]. In terms of its content composition, it encompasses multiple dimensions such as the theoretical system of socialism with Chinese characteristics, the socialist core values, the essence of China's excellent traditional culture, and the great national spirit; in terms of its social function, it undertakes the important mission of consolidating social consensus, leading the direction of development, and maintaining national identity, and serves as the spiritual support of the cause of socialism with Chinese characteristics.

Ideological identification, derived from the concept of "identification" in psychology, refers to the psychological process and state in which an individual accepts, believes in, and internalizes a certain ideological and value system at the cognitive, emotional, and behavioral levels. Specifically, socialist ideology identification means that college students can understand the scientific connotation and historical logic of socialist ideology at the cognitive level, generate value resonance and a sense of psychological belonging at the emotional level, and consciously practice the corresponding value requirements at the practical level, so that the mainstream ideology is truly internalized in the mind and externalized in action, thereby achieving the unity of cognition, emotion, and behavior. Identification is not passive indoctrination and acceptance but the subject's conscious choice on the basis of understanding and judgment, and it is markedly constructive and dynamic.

Art-major college students refer to the undergraduate and graduate groups who study art-related majors such as fine arts, music, dance, theater, film and television, and design in colleges and universities. This group excels in artistic literacy and aesthetic ability, attaches importance to individual emotional expression and creative freedom, and engages in frequent artistic practice with ample opportunities to be exposed to Chinese and foreign literary and artistic ideological trends. At the same time, its cultural knowledge structure and mode of thinking differ markedly from those of students of general majors, constituting a special object that can't be ignored in the study of socialist ideology identification.

2.2 Theoretical foundations

Research on socialist ideology identification among art-major college students requires strong support from multidisciplinary theories[3]. First, Marxist ideology theory constitutes the fundamental stance and methodological foundation of the research. The classical writers of Marxism systematically revealed the essential attributes, social functions, and laws of development of ideology, pointing out the reaction of ideology, as a superstructure, on the economic base and its class nature, thereby providing a scientific basis for us to understand the historical necessity and value rationality of socialist ideology.

Second, social identity theory provides an important tool for explaining the psychological

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mechanism of the formation of identification. Social psychological research shows that identification is a psychological process gradually formed by individuals through social comparison, group belonging, and self-concept construction; in group interaction, individuals accept the value norms of the group and incorporate them into their self-identity system. This theory enlightens us that the ideological identification of art-major college students is not the result of one-way indoctrination but the product of their active construction in a specific social and cultural field, and that understanding their group cultural psychology is the key to improving the level of identification.

Third, the theory of ideological and political education reveals the internal laws and basic principles of guiding young people's thoughts. Ideological and political education emphasizes the combination of inculcation and guidance, the unity of explicit education and implicit education, and the articulation of theoretical education with practical activities, providing methodological guidance for designing targeted pathways for identification cultivation. In addition, art theory helps us grasp the particularity of artistic creation, artistic aesthetics, and art education and understand the unique role of the artistic environment in shaping the values of art students. The cross-integration of multidisciplinary theories provides a three-dimensional analytical perspective for systematically interpreting the ideological identification of art-major college students.

2.3 The necessity of research

Strengthening theoretical research on the ideological identification of art-major college students is of important practical significance and academic value. From a practical perspective, in the new era the cultural environment is complex and changeable, network media is spreading rapidly, and various literary and artistic works are of mixed quality. Erroneous ideological trends often influence young people's thinking imperceptibly through artistic carriers, and art-major college students, being at the forefront, are the first to be affected. More critically, most art-major college students will in the future be engaged in literary and artistic creation and cultural communication; their value orientation bears not only on individual development but also directly on the direction and taste of the development of China's literary and artistic cause, on the enhancement of the soft power of Chinese culture, and on the construction of a socialist cultural power. From an academic perspective, deeply revealing the particularity, generation mechanism, and influencing factors of this group's identification can compensate for the weak links of existing research, promote the development of research on ideological and political education toward refinement and segmentation, and provide a theoretical basis for colleges and universities to carry out precise education for the group of art-major college students.

3. The particularity and generation mechanism of ideological identification among art-major college students

3.1 The particularity of identification

The ideological identification of art-major college students presents group characteristics markedly different from those of the general student group. First, there is the perceptual dominance of the identification formation process. Art students excel in perceptual thinking and image thinking and are accustomed to grasping the world through aesthetic experience and emotional resonance; their acquisition of and identification with abstract theoretical knowledge often need to be transformed and carried by perceptual images, and mere theoretical preaching is difficult to take effect. This determines that the formation of their identification relies more on the mediating role of emotional experience and artistic practice. Second, there is the tendency toward individual expression in value orientation. Artistic creation emphasizes individuality and originality. Some students place free artistic expression and the assertion of individual values in an important position and, when confronting the tension between mainstream values and individual demands, are more prone to deviations in understanding, which calls for correct guidance from educators. Third, there is the openness and diversity of cultural acceptance. Art students have broad channels for accessing Chinese and foreign cultural and artistic resources and are highly sensitive to diverse ideological trends. They may enhance their cultural confidence through broadened horizons, yet may also be eroded by unhealthy ideological trends owing to a lack of discernment, exhibiting a high degree of openness and plasticity in identification formation. Fourth, there is the interweaving of professional identification and ideological identification. Art students have a strong sense of professional identification. If ideological leadership can be organically integrated into their professional ideals and artistic pursuits, identification education is more easily internalized; conversely, if the two are separated from each other, psychological resistance may be

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provoked.

3.2 The three-dimensional generation mechanism of identification

The generation of socialist ideology identification among art-major college students does not happen overnight but follows an internal logic of progressive development along three dimensions: cognition, emotion, and behavior. Cognitive identification is the starting point: through theoretical learning and knowledge accumulation, students understand, at the rational level, the scientific connotation, historical logic, and realistic value of socialist ideology and form a basic ability to distinguish right from wrong, which constitutes the rational foundation of identification formation. Emotional identification is the key hub: on the basis of cognition, students develop psychological identification, emotional resonance, and a sense of belonging with mainstream values. The power of emotion can transform external theoretical cognition into internal spiritual motivation and is the core element that maintains the stability of identification. Behavioral identification is the foothold: students externalize internalized values into conscious practical actions, practice mainstream values in specific activities such as artistic creation and social participation, and further consolidate and deepen identification through practical feedback. The three dimensions are interdependent and cyclically progressive, forming a complete closed loop of identification generation. For art-major college students, their developed perceptual thinking determines that emotional identification plays a particularly prominent hub role in their identification generation; how to stimulate emotional resonance in artistic practice and aesthetic experience has become the key focal point for improving their level of identification.

4. Multidimensional factors influencing the ideological identification of art-major college students

The generation and maintenance of the ideological identification of art-major college students are comprehensively influenced by multiple factors, including society, school, family, and the individual, which need to be systematically examined to grasp their mechanism of action.

4.1 Socio-cultural environmental factors

The socio-cultural environment is the external soil for the generation of ideological identification. In the Internet era, various literary and artistic works and foreign cultural ideological trends are widely disseminated. Some online literary and artistic works one-sidedly magnify individualism, utilitarianism, and similar ideas and, through carriers such as short videos, popular music, and visual art, subtly infiltrate value concepts, bringing ideological shocks to art-major college students whose discernment ability is still developing. At the same time, the era trend of cultural exchange and the coexistence of multiple values both provides opportunities for art students to broaden their horizons and enrich their creation and constitutes a risk challenge in the ideological field that can't be ignored. Insufficient positive literary and artistic supply and the proliferation of negative ideological trends in the social environment will directly affect the value reference for the formation of identification.

4.2 School education factors

School education is the dominant channel for cultivating ideological identification. Some art colleges tend to emphasize professional skill teaching over ideological and political education; the integration of ideological and political classrooms with professional courses is insufficient, and curriculum-based ideological and political education is not fully implemented, causing ideological education and art professional learning to be separated from each other. The content and form of ideological and political education are not well adapted to the thinking characteristics and learning habits of art students, and artistic cases and artistic practice are rarely used for ideological guidance. Moreover, the supply of campus-themed cultural activities on ideology is insufficient, making it difficult to fully mobilize the participation enthusiasm and subjective initiative of art students. The mismatch between educational supply and the characteristics of the educated is a key restrictive factor affecting the effectiveness of identification.

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4.3 Family factors

As the first field of individual socialization, the family plays a foundational role in the formation of young students' values. The family's value concepts, educational methods, and daily influence will profoundly affect students' acceptance of and emotional tendency toward mainstream ideology. Some families place more emphasis on students' artistic professional performance and development prospects while neglecting guidance and education at the ideological and value level, so that this important resource of the family in shaping identification fails to give full play to its role, and the construction of students' ideological identification thereby lacks stable family emotional support.

4.4 Individual and cultural factors

Individual psychological traits and cultural literacy are the internal conditions for the generation of identification. Art-major college students attach importance to individual expression and are prominent in perceptual thinking; the rational theoretical and speculative ability of some students still needs improvement, and their ability to distinguish complex social ideological trends is insufficient. Some students over-advocate Western artistic concepts and have no in-depth understanding of China's excellent traditional culture and red revolutionary culture, making it easy for them to accept foreign artistic ideological trends one-sidedly and thus to develop deviations in value cognition. The weakness of individual theoretical literacy and cultural grounding constitutes an internal bottleneck restricting the deepening of identification. The above-mentioned multidimensional factors interweave and work together, determining that the cultivation of ideological identification among art-major college students must adopt a systematic and collaborative pathway.

5. Pathways for enhancing the socialist ideology identification of art-major college students

Based on the particularity and formation mechanism of ideological identification among art-major college students and targeting its multidimensional influencing factors, this paper argues that the cultivation should follow three basic principles: integrating value guidance with law compliance, unifying explicit and implicit education, and facilitating the interaction between theoretical indoctrination and practical cultivation. It further proposes systematic and collaborative cultivation pathways to embed the cultivation of ideological identification organically into the entire process of art education.

5.1 Strengthen theoretical armament and consolidate the foundation of cognitive identification

Theoretical sobriety is the premise of political firmness. We should strengthen Marxist theoretical education for art-major college students, innovate the ways of theoretical interpretation in light of their cognitive characteristics, explain theoretical principles thoroughly and vividly with artistic language and artistic cases, and transform the abstract theoretical system into a perceivable and knowable landscape of values. Art-major college students shall be guided to systematically study the innovative theories of socialism with Chinese characteristics for a new era, deeply comprehend the rich connotations of the core socialist values, strengthen their theoretical and speculative capacities, and learn to identify the value stances embedded in diverse literary and artistic ideological trends, so as to lay a solid foundation for the formation of stable cognitive identification.

5.2 Deepen curriculum-based ideological and political education and promote the deep integration of ideological and political education with art majors

Organically embedding ideological leadership into art professional education is a key pathway for improving the effectiveness of identification. We should urge teachers of professional courses to earnestly shoulder the responsibility of cultivating people, consciously integrate mainstream value orientation into professional courses such as painting, design, music, and film and television, and guide students to understand that art is not only free individual expression but also carries the social mission of recording the times and promoting positive energy. At the same time, we should innovate the supply of ideological and political classrooms, integrate literary and artistic cases such as red fine arts, red music, and red theater into ideological and political education, and realize the same-direction and synergistic effect of professional education, aesthetic education, and value education, so that art students naturally receive the infiltration of mainstream values in their professional learning.

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5.3 Attach importance to cultural infiltration and deepen emotional and behavioral identification through artistic practice

In view of the developed perceptual thinking of art students, we should give full play to the implicit educational function of culture and practice. Relying on China's excellent traditional culture, revolutionary culture, and advanced socialist culture, we should create more excellent literary and artistic works with a contemporary flavor that are popular with young people, so as to foster a healthy and positive social and cultural environment. At the campus level, we should enrich practical carriers such as red-themed artistic creation, themed performances, and artistic field trips, encourage students to express their feelings for family and country with brushes, musical works, and stage works, deepen emotional resonance in artistic practice, externalize internalized values into conscious action identification, and realize the complete leap from cognitive identification to emotional identification and then to behavioral identification.

5.4 Construct a collaborative education mechanism and gather the joint force of identification cultivation

The cultivation of ideological identification among art-major college students is a systematic project that requires the concerted efforts of multiple subjects. We should build channels for communication and cooperation between colleges and families, guide parents to attach importance to ideological and value education, convey the concept of family and country in family life, and provide stable emotional support for the construction of identification; strengthen the construction of campus ideological positions and do well in the management and guidance of student associations and new media platforms; and coordinate social forces to purify the online literary and artistic space and resist the dissemination of erroneous ideological trends through artistic carriers. Through the multi-party coordination of school, family, society, and individual students, we should build a work pattern of all-round education by all staff in the whole process and from all aspects, thereby forming a strong joint force for enhancing the socialist ideology identification of art-major college students.

6. Conclusion

Against the backdrop of the new era, cultivating socialist ideology identification among art-major college students is an important issue for the integrity-preserving innovation of ideological and political education in colleges and universities. The group of art-major college students possesses unique thinking characteristics, psychological structure, and professional attributes; its ideological identification education cannot simply copy the model of ordinary majors but should, on the basis of a multidisciplinary theoretical perspective, deeply grasp the particularity and generation laws of this group's identification, coordinate the multidimensional forces of society, school, family, and the individual, and deeply integrate ideological leadership with art education, artistic aesthetics, and artistic practice. Only in this way can art-major college students be guided to establish firm ideals and beliefs and a correct view of art, and grow into new-era artistic youth who possess both exquisite artistic attainments and a sense of responsibility for family and country, contributing youthful strength to the prosperity of socialist literature and art, the construction of a socialist cultural power, and the realization of the great rejuvenation of the Chinese nation.

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