

# The Mechanism of the Psychological Identity of University Students' "System Confidence"

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**Abstract:** *Enhancing college students' psychological recognition of "system confidence" is of great significance to improving their political literacy, gathering consensus and strength and promoting the construction of a strong modern socialist country. This paper analyzes the operation mechanism of college students' psychological identity of "system confidence" by using psychological theories and methods, and concludes that the basic elements of psychological identity of "system confidence" include institutional cognition, institutional emotion, institutional will and institutional behavior. The basic mechanism of college students' psychological identity of "system confidence" is mainly from the institutional perceptual cognition to the institutional rational cognition, the institutional rational cognition internalization to the institutional emotional recognition, the institutional emotional recognition sublimation to the institutional will, the institutional will externalization to the institutional behavior, the institutional behavior deepening institutional cognition and the recognition. This process includes the leap of human cognition from perceptual to rational, and the sublimation from quantity change to qualitative change, constantly cycling, unlimited development.*

**Keywords:** *System Confidence, Institutional Cognition, Institutional Emotion, Institutional Will, Institutional Behavior*

## 1. Introduction

System confidence is a kind of political emotional belonging and conscious practical compliance arising from the high degree of national identification with a certain institution[1]. Confidence in the socialist system with Chinese characteristics refers to the CPC and the Chinese "full affirmation of the superiority of the design of their own system"[2], high degree of recognition of it, and firm belief in its advantages. The Fourth Plenary Session of the 19th CPC Central Committee pointed out that it would "strengthen theoretical research on the system and publicity and education, and guide the entire Party and society to fully understand the essential characteristics and superiority of the socialist institution with Chinese characteristics, and to firmly assert confidence in the institution"[3]. The report of the 20th National Congress of the Communist Party of China re-emphasised: "we must insist on self-confidence and self-reliance. We must adhere to our firm belief in Marxism, our firm faith in socialism with Chinese characteristics, and our firm confidence in the path, theory, system and culture of socialism with Chinese characteristics" [4]. The Party and the Government's emphasis on the need for the entire Party and the entire nation to have firm "system confidence" not only reflects the ideological maturity of China's system, but also represents an important step in consciously grasping the initiative of the ideology of the system, enhancing the discursive advantages of the socialist system with Chinese characteristics, as well as in the Party's and the Government's efforts to build the system.

The psychological identity of college students' "system confidence" is a psychological process in which college students, based on social practical activities and school education, gradually internalise the external ideological concepts, value propositions and goal pursuits of our country's system as part of their own personality and actively externalise them. This is manifested in the rational cognition, emotional recognition, firm will and active practice of "system confidence". College students are the main force for building a modernized socialist country and realizing the Chinese Dream. The psychological identity of university students with "system confidence" determines the stable development of the socialist cause and influences the direction of society. Analysing the mechanism and internal logic of university students' psychological identity of "system confidence" will help to enhance their psychological identity of "system confidence" from the perspective of various elements and operational mechanisms.

## **2. Basic Elements of the Psychological Identity of "System Confidence"**

As an organic fusion of subjective political psychology and objective political behavior, the first question to be answered is what are the basic elements of the psychological identity of "system confidence". The psychological identity of "system confidence" is people's full affirmation of the system, high degree of recognition, firm conviction and active practice of the system and is the process of psychological activity from internalization to externalization of the system, which mainly includes institutional cognition, institutional emotion, institutional will and institutional behavior.

### **2.1 Institutional cognition**

Institutional identity takes institutional cognition as the psychological starting point. Institutional cognition is the theoretical basis for the formation of institutional psychological identity. Institutional cognition is people's understanding and grasp of the development process, basic connotation and characteristics of our institution, and it is the process by which people's perception of it rises from perceptual awareness to rational cognition.

Institutional cognition is the result of the interaction of subjective and objective factors, with objectivity and subjective initiative. First of all, institutional cognition is objective. Because institutions belong to the superstructure and are determined by the productive forces. Cognition of our institution needs to follow the objectivity of the institution, in line with the general law of institutional development. Only with the level of social development in line with the cognition of the institution can become a force to promote social progress. Secondly, institutional cognition is subjective. Although institutional cognition is subject to the institution, institutional cognition is not completely passive to reflect the institution. Institutional cognition that conforms to the law of social development plays a role in promoting the institutional identity, and institutional cognition that violates the law of social development plays a role in hindering the institutional identity.

### **2.2 Institutional emotion**

"Emotion, as a psychological experience and a spiritual trait, is both individual and social, and play a positive regulatory role for individuals and society" [5]. Institutional emotion to institutional cognition as the basis and premise, as a kind of emotional factors, the institutional identity to play a catalytic role, is people's inner feelings about the institution, mainly manifested people's emotions about the institution, such as trust or questioning, like or hate, obedience or resistance, affirmation or denial and so on. It is the people of the institution of the long-term psychological precipitation. As a kind of non-intellectual factor, the influence of institutional emotion on institutional cognition is a catalyst for the transformation of institutional cognition into institutional behavior, which plays a driving role in the formation process of institutional psychological identity and is a key factor in measuring institutional psychological identity.

Institutional emotion is people's emotional reflection of the institution after understanding the basic situation of the system. As the institution satisfies each person's needs to a different extent, it leads to different emotional experience of the institution, presenting a subjective sensibility that varies from person to person. The pursuit of truth, goodness and beauty and the desire for fairness and justice are people's common emotions, the institution only meets people's common emotional needs in order to get people's psychological identity. Our institution is able to achieve broad people's democracy, embodies fairness and justice, and meets people's common emotional needs, which is conducive to the formation of people's emotional recognition of the institution.

### **2.3 Institutional will**

A country and a nation can have cohesion and centripetal force only if they have established strong beliefs. Only established a strong institutional will belief, can consciously practice the institutional behavior. Institutional will is the sublimation of institutional cognition and institutional emotions. It is the key to connect the institutional cognition, emotion and institutional behavior and is an important spiritual force that leads to the externalization of the institutional mentality into institutional behavior. Institutional will is a stable constituent element in the formation process of institutional psychological identity, guiding the direction of institutional behavior.

Our system is a guarantee of social stability and development. It serves the interests of the majority. It is only when people recognise the value orientation of our institution that they will embrace it and be

motivated to put it into practice. With the motivation and orientation to practice, people can take action. In the process of practicing the system, people will inevitably encounter setbacks and obstacles due to the multifaceted limitations of internal and external conditions, at which time the strength of institutional will determines the direction of things and the final result. Only when college students have a strong institutional will to analyze difficulties and overcome setbacks can they translate their will into behavior and implement it into practice.

#### ***2.4 Institutional behavior***

Institutional behavior manifests itself as political participation under the regulation of institutional will, which is the external embodiment and comprehensive reflection of the spirit and also the ultimate sign of measuring the effect of institutional identity. Institutional behavior is the ultimate goal and destination. The psychological identity of the institution is only relevant if the institution is put into practice on a daily basis. Institutional behavior is the result of the interaction of its institutional cognition, emotion and will, and is the explicit factor in the process of institutional identity. The people's psychological identity of the institution is not only reflected in the psychological recognition and acceptance, but also reflected in the people's support for the institution and practice. In real life, it is reflected in active participation in political life and compliance with institutional norms.

In exceptional cases, the production of institutional behavior does not reflect the subject's psychological identification with the institution. It is also possible that certain compulsive factors cause the subject to emit behaviors that are not in line with his or her emotional attitude. The institutional behavior in this case is contrary to the subject's will and does not reflect the subject's mental processes. Only if the subject is voluntary, and the subject understands the institution, emotionally recognises the institution, and wills the institution firmly, then institutional behavior can be said to achieve the institution of psychological identity. In the process of institutional practice. People express their attitudes toward the institution by whether they practice it or not, the implementation of illegal and criminal acts to express their dissatisfaction with the institution. Therefore, institutional behavior is a barometer of the operation of the institution and an important symbol of the process of psychological identity.

Institutional cognition, institutional emotion, institutional will and institutional behavior are interconnected, interpenetrating, influencing and promoting each other. Among them, institutional cognition is the foundation, institutional emotion is the driving force, institutional will is an important spiritual force, institutional behavior is the key. Generally speaking, the four constituent elements are interlocked and progressive, constituting an organic system. However, institutional behavior is ultimately reflected in practical activities and is subject to a variety of contradictions, so the process of psychological identification with the system may present a more complex situation.

### **3. The Mechanism of the Psychological Identity of College Students' "System Confidence"**

The basic mechanism of the psychological identity of "system confidence" is a unified whole, which is that college students gradually transform the advantages of the institution into their own identity of the institution through explicit learning, practice, and ideological understanding and perception. The process of college students' psychological identification with "system confidence" includes four links: institutional perceptual awareness and institutional rational cognition, emotional recognition of the institution, the formation of institutional will, and the practice of the institution, which form a cyclical, spiralling and dynamic process.

#### ***3.1 Institutional perceptual awareness rises to institutional rational cognition***

Cognition is the process of understanding and knowing things through thinking activities, and it is the process of rising from the perceptual to the rational. College students' comprehensive understanding of the institution comes from their perceptual awareness of the institution, where perceptual awareness is formed through stimulation and indoctrination. At this time, college students' understanding of our country's system is a kind of shallow, simple cognition that stays in the primary stage. The psychological identity of college students to the "system confidence" comes from a clear rational cognition of the institution. Rational cognition refers to college students' knowledge and understanding of our country's system at the factual level, which is the result of conscious learning and thinking, and a clear and systematic understanding of the institution, with stability and profundity. Rational cognition of the institution is built on the basis of perceptual knowledge of the institution.

College students' perceptual understanding of the institutional will not naturally become rational understanding, only through systematic education, classroom explanation, academic lectures and other ways, they can form a systematic and profound understanding of our system. Firstly, College students should study our system in a comprehensive and systematic way, understand the formation and development process of the institution, the scientific connotation, the advantages of the institution, and realise the value orientation of the institution and the internal logic of its operation. Secondly, Universities should conduct academic discussions so that students can express their views on the institution in the process of communication. College students can only gain a deeper understanding of the institution by sharing their different perspectives. Finally, to activate the psychological needs of college students, our country's system in maintaining social stability and promoting social employment is closely related to the life and study of college students, and should be pursued and recognised by college students.

The stage of rational cognition of the institution by college students is the stage in which college students correctly grasp the relevant contents of the socialist system with Chinese characteristics on the basis of theoretical learning and make reflective choices through rational thinking. College students' rational knowledge of the institution is the starting point of their identification with the institution, and is the ideological basis for determining their behavioral tendency towards the institution.

### ***3.2 Institutional rational cognition internalised into institutional emotional recognition***

College students' emotional recognition of the institution is built on the basis of rational cognition, which is a kind of internalisation process of the institution's recognition. In this process, it not only contains college students' recognition of our institution in terms of cognition, but also rises to the emotional resonance of college students' recognition of the institution, resulting in emotional recognition. This makes college students' understanding of our institution not only on the theoretical level, but more of an emotional and spiritual identity. It is the recognition established at this level that will enable our institution to truly enter the minds of university students.

From the rational cognition of the institution to the emotional recognition of the institution, it is necessary to let college students feel that our institution is not out of reach, but closely related to their study and life, so as to narrow the distance between college students and the institution. Environmental cultivation, artistic cultivation, typical demonstration all these ways can make college students to the institution to produce emotional recognition of closeness and certainty. Firstly, environmental cultivation. To create a good material and spiritual cultural environment, college students are infected and inculcated. Secondly, artistic inculcation. Through film, poetry, television broadcasts and other activities, college students gradually learn about the socialist system with Chinese characteristics, thus creating emotional resonance. Finally, typical demonstration. Role models can play a leading role, infecting and inculcating the thoughts and behaviors of other college students, forming a spiritual incentive for college students, thus helping to form the emotional recognition of the institution by college students.

The state of emotional recognition of the institution has an important interactive effect on the state of recognition of institutional cognition and institutional will, which is a great driving force for the further deepening of institutional cognition and an internal impetus for generating institutional behavior and institutional will. College students' emotional recognition of our institution lays a solid emotional foundation for the development of society and the country.

### ***3.3 Institutional emotional recognition sublimated into institutional will***

Institutional cognition and institutional emotion is the basis for the formation and development of institutional will. Institutional will regulates and governs institutional cognition, emotion, behavior. Institutional will of college students is based on the emotional recognition of the institution of college students. When college students are faced with complex social thinking, they can still go through intense ideological struggles, strengthen their will to adhere to and develop the institution, and enhance their psychological identification with the institution.

After the above links, college students not only have a rational knowledge of the institution, but also have a spiritual level of emotional recognition, laying a good foundation for the psychological identity of college students. However, this foundation is not strong and solid enough, and may be shaken and changed by the impact of various social trends or other factors. The will needs to be honed, and the will of the institution needs to be educated and guided. We should make full use of the positive factors, transform the negative factors, cultivate and train the firm will quality of college students in practical activities. In this way, we can help college students form a stable and harmonious psychological state and

realise their psychological identification with the institution. Firstly, frustration education for university students is carried out to help them face up to frustration and help them acquire the ability to overcome it, by virtue of psychological and pedagogical methods. Secondly, college schools should resolve the psychological crisis of college students, pay attention to the reality of college students' behavioral performance and the dynamics of psychological development, timely and targeted guidance to help college students learn to self-adjustment, and promote their psychological growth and maturity. In the end, colleges schools should implement student self-education and give full play to the subjectivity of college students, prompting college students to constantly improve their own requirements, so that they grow into a strong-willed person.

Institutional will is the key to institutional identity and an important guarantee to drive the institution behavior. Therefore, in the process of college students' institutional identity, it is necessary to elevate the institutional will on the basis of institutional emotional recognition, so as to realise the conceptual transformation of college students to the institution.

### ***3.4 Institutional will externalizes into institutional behavior***

College students' practice of the institution in practical activities is the purpose and destination of institutional identity, and college students' institutional behavior is the consolidation of the results of psychological identity. The important mark for judging "system confidence" is whether college students have transformed psychological recognition into behavioral recognition, and whether practicing the institution has become a behavioral habit. The institutional behavior of college students refers to the fact that after systematic system education, combined with their life experience, college students repeatedly compare our institution with other institutions, and eventually take our institution as the root and constantly try to act on it.

Identity with the institution cannot remain only in cognitive and emotional recognition, but is more importantly embodied in behavior. Institutional behavior is the concentrated manifestation and landing point of the previous links, and must be highly valued, otherwise the whole identification mechanism will be a mere formality, failing to achieve the purpose of college students' real identification with the socialist system with Chinese characteristics. It is very important to strengthen the practical exercise of college students. Through labor training, social practice and professional activities, college students can deepen their understanding of the relationship between the state, society, profession and institution. Secondly, by analysing and paying attention to national events, college students can understand their mission and responsibility in the society. Finally, the institution is related to the growth and success of college students themselves, so that our institution can be strengthened and promoted in the gradual development of their vision of success.

Institutional behavior is the external embodiment and comprehensive reflection of the psychological activities of college students towards the institution, and college students will gradually sublimate institutional cognition into institutional will in social practice, which will ultimately be reflected in social practice. This can make college students realize the superiority of our institution and enhance the psychological identity of "system confidence".

## **4. The Internal Logic of the Psychological Identity of "System Confidence"**

The basic mechanism of the psychological identity of "system confidence" is a unified whole with a complete internal logical structure, so how does its logic unfold? How is the whole process realised? To solve this problem, it is necessary to clarify the internal mechanism of "system confidence" psychological identity. The internal logic of the psychological identity of "system confidence" is the dynamic development of the relationship between the four elements of institutional rational cognition, institutional emotional recognition, institutional will and institutional behavior, which is in line with the law of development of human understanding, reflecting the leap of human cognition from perceptual to rational. As a result, there is a continuous cycle of infinite development.

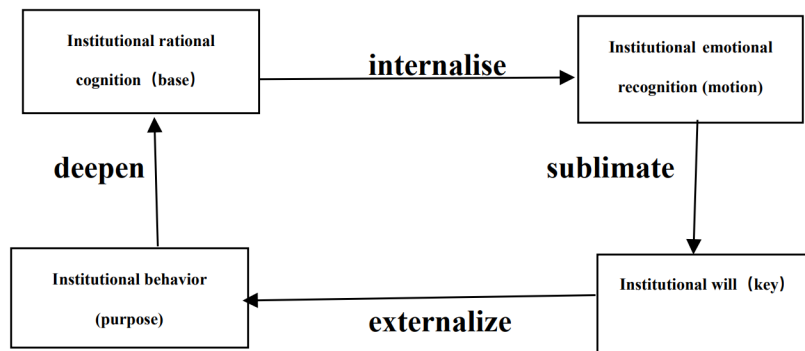


Figure 1: The internal mechanism of the psychological identity of "system confidence"

Institutional perceptual awareness is built on the basis of social practice, which is the logical starting point of the operating mechanism. As shown in the figure, college students' rational cognition of the institution comes from perceptual awareness, and the rational cognition of the institution is the basis of psychological recognition. After having a full understanding of our institution, they judge whether they can heartily recognise and accept the institution to achieve emotional recognition.

On the basis of the institutional emotional recognition, gradually sublimated into the institutional will of college students, with the institutional will to strengthen institutional rational cognition and institutional emotional recognition. Whether or not you can practice the value of the institution in real life is the test of the institutional rational cognition, emotional recognition and will, but also the external manifestation of the psychological identity of "system confidence". Institutional behavior curing psychological identity, college students in the practice of activities have feelings. This will further deepen the rational cognitive, emotional and volitional identification with the institution.

## 5. Conclusion

The process of psychological identity of "system confidence" is the unity of internalised identity and practical reinforcement, in which institutional perceptual understanding, institutional rational knowledge, institutional emotional recognition, institutional will and institutional behavior run from shallow to deep, from the surface to the inside, and affect and constrain each other. Therefore, to enhance the psychological identity of college students' "system confidence", we need to start from the mechanism's internal mechanism, and grasp the characteristics of college students' knowledge, emotion, will and behavior, and actively promote the effective operation of the mechanism.

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