

The Cognitive Characteristics and Path Exploration of the Objects of Ideological and Political Education the New Era

Xihong Luo^{1,2,*}

¹Department of Literature and Social Sciences, Hunan University of Arts and Science Furong College, Changde 415000, China

²School of Graduate, Adamson University, Metro Manila, Philippines

*Corresponding Author

Abstract: Ideological and political education has obvious characteristics of the times and development track. Based on the new requirements of the new era in the field of ideology, this article uses qualitative research methods to find that the cognition of ideological and political education objects in the new era has the characteristics of constancy, stage and plasticity, and proposes that the cognition should be optimized by creating a healthy atmosphere. To understand the structure; shorten the process of adaptation, improve the cognitive content; enhance the perception of reality, enhance social practice and other effective measures to effectively improve the effectiveness of ideological and political education.

Keywords: new era, ideological and political education, cognition

1. Introduction

The research paradigm of social sciences is complex and huge. Cognitive issues belong to the category of psychology research and are also the basic issues of general concern in the field of ideological and political education. Ideological and political education is an object activity that transforms people's ideas and concepts, and its effectiveness is closely related to the cognitive status and cognitive effects of the educational object. Usually we encounter such a situation in the education process. The educator wants to pass on the ideas of the education object, the education object has long been there; the educator wants to teach some principles, the education object has already known it, but these doctrine and thought have not become a guide to guide their thought activities and behavior. In other words, everyone has their own understanding and response to an ideological theory, and the degree is different; an education activity of an educator, in terms of the acceptance mechanism, is only half completed, and the rest depends on the acceptance of the education object. The degree of acceptance is affected and restricted by the cognitive system of the educational object [1]. The cognitive system will filter the acceptance and understanding of educational content, directly or indirectly affect the internalization process of ideological and political education, thereby affecting the effectiveness of ideological and political education. Ideological and political education is essentially the process of people's cognition of ideological and political theories and practical activities. It pays attention to the cognitive stage and development law of ideological and political education objects, which is of great significance to improve the effect of internalization and promote the realization of internalization.

2. Cognitive characteristics of ideological and political education objects in the new era

2.1 The constancy of the cognition of ideological and political education objects

The constancy of the cognition of the educational object is embodied in two aspects. On the one hand, the hobbies, special emotions, and individual development needs cultivated in the individual's growth experience will affect the formation of cognitive schemas and the degree of acceptance of things. Educational objects form a relatively stable knowledge structure of individuals in different life and learning environments and at different growth stages. Some knowledge structures are systematic and have relatively clear levels, and some knowledge structures are scattered and poor in level. The

knowledge structure of the cognitive system in the minds of different educational objects is very different. Even if the same ideological and political education is received, the effect will be significantly different, but it is worth noting that individuals will use the existing cognitive schema when receiving the same educational content. To judge, understand, select and receive educational information, one will look at the practice activities of ideological and political education with existing thinking patterns. On the other hand, positive school education has a deep impression on the educational objects. From elementary school to middle school to university, whether it is family education, national education or social environment mainstream values and outlook on life education has been accompanied by the growth of students, almost all positive lives values, such as role model power, red culture, national spirit, etc. have all left a deep mark on their thoughts and have been continuously strengthened in their hearts [2]. The power of this kind of education enables them to know how to distinguish right from wrong, and gradually form an individual cognitive structure, which is relatively stable and sustainable. In the follow-up education process, it is not difficult to find that most students still adopt the existing cognitive view, to judge and evaluate the content of education. The cognition of ideological and political education objects is a kind of prior experience. Just as the constructivist learning concept emphasizes that learners have prior experience, learners already have many concepts in their minds before entering the learning process. The learning of new knowledge is based on these based on the previous concept. If the content of ideological and political education in colleges and universities have a high degree of conformity with the hobbies, behavior habits, and evaluation criteria of the educational objects, it is possible to mobilize the initiative and enthusiasm of the educational objects in learning. The active cognitive system of the educational objects is to actively accept and recognize the educational content. The basis of this is the conscious choice of educational content and the correct understanding of the internal conditions of the educational goals, and it is also an ideological guarantee for promoting the active development and sound operation of ideological and political education practices.

2.2 Stages of cognition of ideological and political education objects

The stage of cognition of the educational object is reflected in the development of individual cognitive development from low to advanced stage. This is because the development of human thinking ability presents stage characteristics, and it is inevitable for different individuals and different groups to be at the same stage of cognitive development, has its own characteristics. Children are always accustomed to using the original schema to understand and assimilate new situations and new things, so as to obtain a temporary balance of understanding. On the contrary, if they cannot assimilate well, they can adapt to adjust or even create a new cognitive schema, and finally achieve a new cognitive balance. The cognition of educational objects in the middle school stage has undergone significant changes and tends to be advanced. This stage is a critical period for the development of adolescents, and the development of individual cognition at this stage gradually matures. The learning initiative, self-consciousness and independence of the educational objects in the middle school stage have increased. With the increase in the number of courses and the increasing difficulty, the dialectical and logical thinking ability of the educational objects has gradually increased, and the memory capacity, abstraction, and self-consciousness have all developed to a higher level. At the high stage, the depth, breadth and stability of the attention of the educational objects are constantly deepening, and the transition from unintentional attention to intentional attention is gradually [3]. The main problems presented by the educational objects at the university stage are different. From the initial adaptation stage, the strengthening of self-awareness to the development of personal development needs, individual cognition also shows stage characteristics. At the university level, educational objects need to conduct systematic and more logical demonstrative thinking activities to meet the requirements of different majors, and continue to accept the rapidly increasing amount of knowledge. Their ideological understanding and value orientation are more pragmatic, they are more mature in their ideology and gradually show the characteristics of pursuing individualized development, and they have a strong cognitive desire and a strong psychology of curiosity. When they participate in discussion or thinking, they are no longer satisfied with listing simple phenomena or directly accepting existing conclusions. Instead, they need to gradually reveal the nature and development laws of things through in-depth understanding and grasp of theories.

2.3 Cognitive plasticity of ideological and political education objects

The cognitive system of ideological and political education objects cannot be changed once it is formed. It has both individual subjective uniqueness and plasticity. This is because the cognitive

structure manifests itself as a basic cognitive function, that is, cognitive assimilation function and adaptive function [4]. On the one hand, the practice process of ideological and political education should help educational objects to assimilate new ideological and political education information through the original cognitive structure, thereby forming a new knowledge system. Educational objects need to learn more abstract new knowledge on the basis of having mastered more specific knowledge. They can obtain new knowledge by generalizing, summarizing and summarizing the attributes of the original specific instructions. The meaning of new knowledge is derived from the original knowledge. Although many new knowledge does not have a genus relationship with the original knowledge, there is an internal connection in the background and can be obtained by combining with the original knowledge. On the other hand, the process of ideological and political education should change and optimize the existing cognitive system by guiding the educational object to use the adaptive function in the cognitive structure. It should be based on facts to reform, correct and eliminate the wrong cognition of the educational object, and reduce the occurrence of cognitive dissonance improves the effectiveness of ideological and political education. At present, the reform and opening up have enabled the continuous development of my country's economy and society and achieved world-renowned achievements. The series of social problems that followed have gradually aroused people's general concern and reflection. For example, social phenomena such as social corruption, the gap between the rich and the poor, and the decline in morality have affected the precipitation of the cognitive system of educational objects to a certain extent.

3. Exploring the path of ideological and political education objects in the new era

3.1 Create a healthy atmosphere and optimize cognitive structure

The essence of ideological and political education is the ideological work of being a person. As a dynamic process, human thought can be continuously formed and deepened based on external information, and a certain cognitive ability is the basis for the internalization of ideas. As the main front, daily ideological and political education is mainly in the form of party and league organizations, club activities, campus culture and other carrier forms. It is close to life and students. Through the education and management of college students' study, life, and career choice, they are given ideological, political, and moral education, guidance, infection and influence [5]. The ideological reality of the educational objects should be related to the goals and development laws of ideological and political education, focusing on the concerns of the educational objects, actively exploring and continuously optimizing the cognitive structure, and solving their ideological puzzles. In the process of ideological and political education practice, the education objects will judge, understand and accept the content of education based on the existing cognitive system. As the object of ideological and political education in colleges and universities, college students are emotionally rich, energetic, and energetic. In the process of receiving education, they have strong emotional experiences such as self-motivation, self-spurring, and self-reflection. Therefore, ideological and political education practice activities can stimulate their emotional needs to pursue ideals, understand the world objectively, advocate truth, and yearn for the realm of truth, goodness and beauty, and consciously generate a sense of social responsibility and mission, as well as love for the motherland and people.

From the perspective of cognitive psychology optimization, use advanced typical power to optimize the cognitive psychology of ideological and political education of educational objects. Give full play to the power of advanced models to carry out ideological and political education, so that abstract ideological and political education principles can be concretized, vivid, and visualized, more appealing and persuasive, which is conducive to changing the resistance of educational objects to ideological and political education; using advanced models deeds improve the attention and learning interest of educational objects, find differences, establish new goals, and earnestly play the role of ideological and political education as the theoretical guidance and value leading role of ideological education, improve the psychological closeness of educational objects, and change passive acceptance into active learning has a positive impact on the psychological cognition of educational objects, from perception, identification to acceptance and then sublimation to the driving force for progress, giving full play to the advantages of spiritual resources [6]. The cognitive psychology of ideological and political education objects is an important part of the psychological environment of ideological and political education, and it has a subtle influence on the internal effect of ideological and political education. In the process of educational practice, it is possible to infiltrate the ideological and political education content and educational goals and other information into the issues of interest to the educational objects by creating a certain educational context. Ideological and political educators should help the

educational objects construct and optimize the ideological and political education situation, help them use the original cognitive structure to assimilate new ideological and political education information, and guide them when the original cognition cannot adapt to the new environment well. The educational object adjusts the original cognition to adapt to the change of the environment, and at the same time, the low-level cognitive schema is continuously upgraded in the process of adapting to the environment, and a higher-level new cognitive schema is constructed, so that the cognitive structure of the educational object is constantly perfect.

3.2 Shorten the adaptation process and improve the cognitive content

In the process of educational practice, it is not possible to construct a cognitive system for the ideological and political education objects through the method of "fostering the seedlings", but to ensure that the education objects maintain an appropriate level of development. When the cognitive development of the education objects stagnates at a certain lower stage, it should be stimulated to promote its development to a higher stage. Ideological and political education should be carried out according to the staged characteristics of the cognitive development of the educational object. First of all, ideological and political education should design and adjust educational practice activities in accordance with the cognitive process, and prepare the educational objects to accept correct theories in stages. For example, in educational practice, ideological and political education can be arranged with the ideas of telling stories and history at the primary and middle school stage, and theory-speaking at the high school college stage; undergraduate, junior college, and higher vocational education can take into account the respective characteristics of the educational objects to conduct different courses and different hours of teaching. According to the stage characteristics of the cognitive development of the educational object, the ideological and political education practice process is divided into several stages, and the educational content is arranged in a targeted manner according to the cognitive characteristics of the educational object at different development stages [7]. In view of the different characteristics of the physical and mental development of college students at different stages, different courses are offered to gradually instill positive and healthy information that is easy to understand to students, and the courses are arranged step by step from the shallower to the deeper. Secondly, improve the compatibility and fit between the content of ideological and political education and the cognitive structure of the educational object. The compatibility of the educational content and the cognitive structure of the educational object reflects an optimal state between "professor" and "acceptance", and is the degree to which the educational content is accepted by the educational object. If the two are incompatible, it means that the educational goal and the cognition of the educational object are not consistent, it is difficult to cause the emotional resonance of the educational object, and the educational effect cannot be achieved. Compatibility includes both the same part of the content and different parts of the content. The recognition, resonance, and understanding of the educational content by the educational object is the basis of the same part and the premise of the internalization of ideological and political education; the cognitive structure of the educational object and education. The difference in content is the depth and breadth of the internalization of ideological and political education, which is the goal of ideological and political education. Therefore, the compatibility between the value contained in the educational content and the cognitive structure of the educational object is the key to whether the social cognition of the educational object can be formed smoothly. Educational objects have gradually cultivated their own cognitive methods in the acquisition of knowledge, and have a certain value of choice ability. The content of education must be consistent with the cognitive structure of the educational object, and conform to the physiological and psychological laws of the individual development stage. We cannot deny the important position of cognition in the process of internalization, but the key is how to understand and promote the cognitive level of the educational object. Human needs are the basis for the formation of cognition, and human needs are a complex system. At a certain stage, the content and level of the education target's needs are different, and the degree and attitude of receiving education content will be different. The needs of educational objects arise from their internal needs, or to realize personal ambitions, or to reflect personal values, or to pursue happiness, or to improve quality. Then the Marxist scientific worldview and methodological content of ideological and political education includes socialism core values, ideals and beliefs, etc., it is easy to make the education objects have emotional resonance, and obtain the value experience of ideological and political education through corresponding practical activities, so as to further enhance the degree of the educated. If the needs of the educational object are derived from external needs, such as the requirements for course examinations, class teachers, or the need to join the party to enhance employment competitiveness, then the educational object is only passively receiving "education" and does not cause internal behavioral motives. To realize the resonance of thought, it is impossible to

obtain relevant value experience. These relatively shallow educational and cognitive activities cannot provide value orientation for internalization.

3.3 Augment reality perception and improve social practice

Educational objects have received some basic knowledge education in elementary and middle schools. Before entering colleges, they already have a certain understanding of the teaching content involved in ideological and political theory courses in colleges and universities. On the one hand, the existing cognitive system of the educational objects will, to a certain extent, give them a kind of "old cliché" and "lack of freshness" in the content of the ideological and political education theory courses, thereby affecting their enthusiasm for learning, and even there is a mentality of learning boredom [8]. On the other hand, from the perspective of the teaching methods of ideological and political theory courses in colleges and universities, the repeated teaching of ideological and political education theory courses affects the degree of acceptance of the content by the educational objects. In the education process, the same content will be repeated in different stages and different subjects, and the teacher will repeat the explanation; in addition, the ideological and political education theory curriculum must reflect the timeliness of the important meeting of the party and the latest document spirit, in order to further implement the central spirit of the task of "entering teaching materials, entering the classroom, entering the mind", in the actual education process, different courses will also have a certain degree of overlap when implementing the same document spirit. The new knowledge and experience of the educational object is continuously improved and developed on the basis of the existing cognitive structure. The repetition of educational content required for the memory and understanding of the educational object in the learning and receiving process can be repeated by the self-repetitive learning of the teacher to achieve this, it also needs to be realized by educators through repeated teaching. This requires that the content of education reflects truth and science, and can construct a cognitive system, improve cognitive ability, and play a positive role in the education object. If the content of education deviates from the truth and science, it will cause a psychological contrast to the education object. This strong contrast will make college students' cognition biased. On the one hand, it is not conducive to the healthy growth of individuals, and on the other hand, it will make college students feel better about the school. The contents such as positive education show resistance, which affects the realization of the internalization process. The content of education should be based on objective facts, and any content that deviates from reality or violates objective reality is not conducive to the healthy growth of the object of education, and it is even less conducive to the improvement of the object of education. The educational information output by educators must be targeted, and the content of education must have a strong appeal and persuasiveness, be able to move the educational object, and cause emotional resonance. In today's conflict of ideas, various social thoughts, multimedia, and self-media continue to squeeze the living space of positive mainstream values, stimulate the minds of educational objects through external information, and influence their ideological understanding and value choices.

4. Conclusion

The internalization process of ideological and political education is the process in which the educational object accepts the political views and moral norms required by the society and transforms them into individual ideological consciousness with the help of the educational subject. The cognitive system is the logical starting point for guiding the educational object to form the consciousness of ideological and political education. It is also the growth point of the internalization process of ideological and political education. It carries the connection between the new and the old knowledge, and affects the educational object to internalize social requirements into the internal ideology of the individual. The right value choice. In short, under the guidance of Marxist theory, learn from the results of cognitive theory to study ideological and political education and optimize the existing cognitive structure of educational objects, whether it is the improvement of the content and methods of ideological and political education, or the scientificity and effectiveness of ideological and political education. Improvement has important practical significance.

References

- [1] Shu Yongjiu. *Research on the talent training model of ideological and political education based on social cognition theory* [J]. *Heilongjiang Higher Education Research*, 2017 (3): 168-170.
- [2] Shao Xianping. *Leading the ideal education of college students with socialist core values* [J].

Ideological and Political Education Research, 2015 (6): 5-9.

[3] Qu Lu. *Analysis of the basic characteristics of ideological and political education cognition [J]. School Party Building and Ideological Education*, 2016 (13): 9-12.

[4] Qiao Fangqi. *Thoughts on ideological and political education in colleges and universities based on psychology [J]. Modern Communication*, 2020 (22): 34-36.

[5] Wu Linlong. *On the generation mechanism of students' ideological and political education in the critical period of development [J]. Ideological and Political Education Research*, 2013 (1): 43-46.

[6] Tao Yunfang. *Cognitive dissonance and the effectiveness of college students' ideological and political education [J]. Journal of China Youth University for Political Sciences*, 2012 (1): 79-83.

[7] Liu Jianjun. *Repeated teaching in the process of ideological and political education [J]. Guide to Ideological and Theoretical Education*, 2014 (8): 93-97.

[8] Song Xiaohua. *Research on ideological and political education in colleges and universities based on psychological theory [J]. Education Teaching Forum*, 2020 (22): 54-55.