

A Study on the Influence of "Involute" Mentality on the Ideological and Political Education of College Students

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Abstract: As the product of irrational competition, the "involution" mentality is actually manifested as people's anxiety, panic and confusion about the present and the future, and it will also lead to the depression of indifference in social interpersonal communication. Its essence reflects the "re possession" way of life under the Collective unconscious. The mentality of 'involution' affects the formation and development of college students' values, inhibits their comprehensive development, promotes their indifference to interpersonal communication, and also leads to a waste of time and physical and mental destruction. In this regard, ideological and political education should shoulder the responsibility of educating people, awaken students' self-awareness in the process of ideological and political education, guide students to establish correct values, update educational concepts, and innovate work methods to help students overcome the quagmire of "involution" mentality.

Keywords: "Involution" mentality; College students; Ideological and political education; Irrational competition

1. Introduction

In recent years, the term 'involution' has become a popular term on the internet and has gradually become a hot topic used by college students in their daily lives. Its popularity not only expresses the struggle and helplessness of college students towards the irrational competition in contemporary society, but also expresses their desire for free development under the pressure of "involution". In this context, the "involution" mentality arises, which not only has a certain impact on social development, but also has a series of negative impacts on college students who are about to enter society, becoming an unavoidable problem in current ideological and political education in universities. Ideological and political education workers must grasp the essence and manifestation characteristics of the "involution" mentality, clarify its negative impact on the physical and mental health, values, and other aspects of college students, explore measures to guide and solve, and thereby enhance the effectiveness of ideological and political education.

In order to deeply understand the impact of "involution" mentality on ideological and political education of college students, the author conducted an online questionnaire survey on college students in more than ten regions across the country, with 523 valid questionnaires.

2. Overview of the "involution" mentality

2.1 The meaning of 'involution'

The "internalization" of "everyone can be rolled, everything can be rolled" in the current popular context is different from previous academic discussions and research. Kant, a classical German philosopher, first proposed "involution" in his book "Critique of Judgment", and made a difference between "involution" and "evolution". The main difference lies in whether there is gradual and substantive development in the level, field and society in the internal development process. Later, American anthropologists Gordon Wieser and Gertz applied it to the fields of agriculture and culture, believing that involution is a process of "continuous refinement and complexity within external expansion conditions that are strictly limited"[1].It represents internal benign development under external constraints and has a certain level of enthusiasm. The current popular meaning of "involution"

deviates from its original connotation. It has been simplified and expressed as a competitive state at the same level, without any loss, irrational, endless repetition, and substantive progress. In such a state, facing the limited resources, college students either choose to be dominated by the collective subconscious under social pressure, exhausting themselves and overwhelming others, in order to gain a small amount of resource advantage; Either choose to be negative, avoid facing competition, and "lie flat" and let others deprive them of competitive resources. In these two extreme situations, the psychology of college students is often filled with struggle and confusion. This process is a significant loss of self time and energy for college students, and at the same time, efforts do not receive equal returns. It also causes college students in the "inner circle" to fall into a cycle of self-struggle, and whether to "roll" or "lie" has become a difficult problem that college students have to face.

2.2 The Realistic Manifestation of an Introverted Mentality

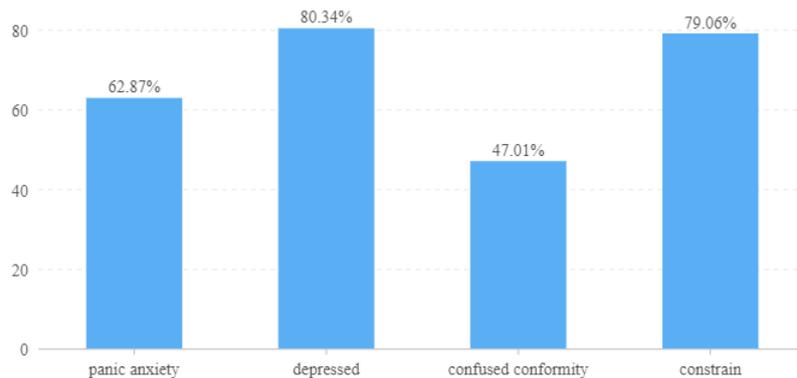


Figure 1: The Psychological Performance of College Students in Involution

From the questionnaire, anxiety and panic are the primary manifestations of an "involutionary" mentality. Different groups of people are facing various pressures brought about by society, such as academic pressure, employment pressure, and buying a house pressure. These practical survival difficulties make people anxious about being abandoned by society, panicked about the failure defined by the secular world, and therefore run hard in panic to seek a sense of stability, as shown in Figure 1.

Secondly, the "involution" mentality also manifests as confusion in the present and confusion about the future. Due to the uncertainty in the return on the energy and time invested in oneself, the unclear positioning of one's own abilities, the lack of clear planning for the future, a lack of clear understanding of one's own essential pursuits, and a lack of confidence in life pursuits and goals, one can only gain a sense of security in the pursuit of the masses, in most meaningless busyness, and eager to prove one's value through busyness, But I didn't expect to fall into a more irrational competition in the same field, exacerbating confusion and confusion.

Furthermore, depression and loss under indifferent human relationships have become explicit characteristics of the "involution" mentality. The irrational competition under the internal competition intensifies the opposition between people. "I hope you live well, but I don't want you to live better than me." Mutual suspicion and calculation consume one's own physical energy, while also making human indifference the norm in the internal competition environment. The expectations for emotions between each other are shattered in the cruel competition and internal friction among peers, causing people to fall into a cycle of helplessness and pain. Even so, no one dares to stop. In such a highly repressed environment, where emotional needs cannot be met for a long time, people are physically and mentally exhausted. Faced with this unsolvable problem, their powerlessness makes people's emotions increasingly unstable, falling into emotional depression and depression.

2.3 The essence of the "involution" mentality

It is not others who drive us inward, but the deep emotions hidden behind them. The essence of the "involution" mentality is the "re possession" way of life in the Collective unconscious state. The collective subconscious is a psychological concept proposed by Jung, which refers to the spiritual sediment at the bottom of the collective experience and soul during the evolution of human ancestors. It is located at the bottom of the human spirit and is widely owned by humans. In contemporary society, our values are constrained by the collective subconscious of social success standards, including

economic and status pursuits. The hidden moral pressure makes us ignore our true feelings, resulting in a separation between the domination of the collective subconscious and the individual's own feelings. Being trapped in the dual confinement of social success standards and an "internalized" environment, this triggers internal competition under the collective subconscious and internal friction carnival under the herd mentality. The main manifestation of "re possession" in contemporary times is the sense of security and satisfaction that "possession" brings to people. In the way of living with heavy occupation, happiness for a person lies in their ability to surpass others, in their strong consciousness, and their ability to occupy, plunder, and kill others[2]. This has led to irrational competition. However, there is little feedback from the efforts made under the internal competition, which creates uncertain anxiety and panic among people. As a result, they endlessly compete for possession in this internal competition to gain a sense of inner security. For example, the occupation of salary and social status in work; In school, the pursuit of high GPA and comprehensive testing is the object that people strive to pursue and crazily possess in the context of the social environment. However, in this process, they constantly lose their creativity and subjectivity, lose their pursuit of free development, and fall into an endless loss of self energy and time , as shown in Figure 2.

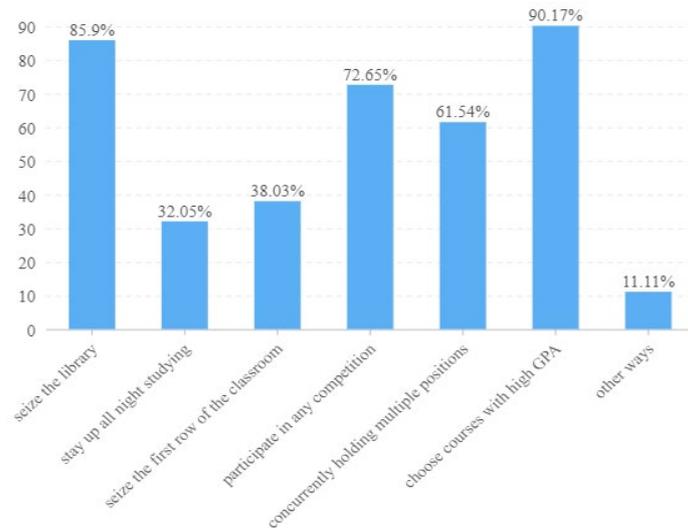


Figure 2: The situation of college students' involution behavior under the mentality of "involution"

3. The Influence of "Involute" Mentality on the Ideological and Political Education of College Students

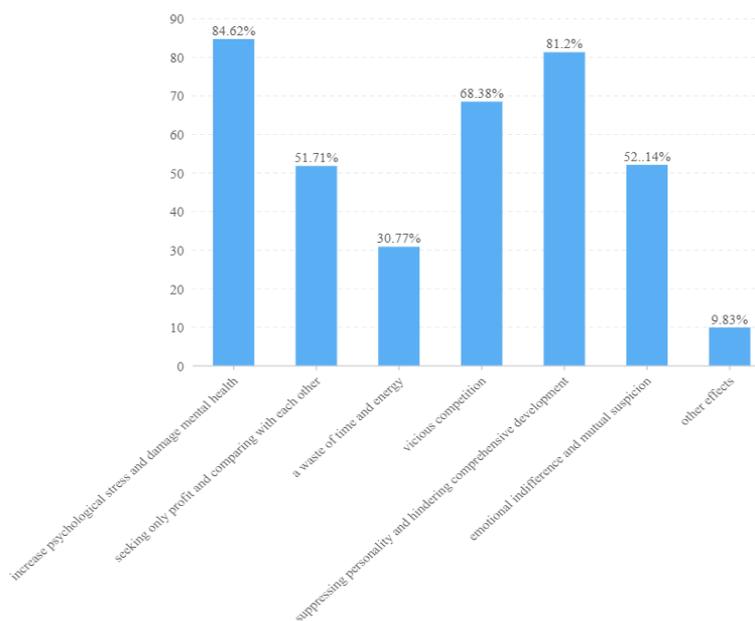


Figure 3: The impact of "involution" mentality on college students

3.1 The mentality of 'involution' limits the formation and development of college students' values

The mentality of 'involution' limits the formation and development of college students' values, and can easily lead to distorted values. The mentality of "involution" reflects the vicious and irrational competition in the real life of universities, with college students' vision limited to the current interests and resource possession. They devote their time and energy to the current gains and losses in endless self-depletion, without the time and rationality to think about their own life values and ideals. At the same time, due to the comparative possessiveness of the "involution" mentality and its distinct utilitarianism, college students' pursuit of high GPA, comprehensive evaluation, and award evaluation is no longer for their own ideal pursuit and value realization, but only for achieving transcendence over others in the "involution". Therefore, learning has also lost its essence, and college students' self-improvement through learning is no longer the goal, but a tool to obtain material benefits, improve social status, and prove their life value. In order to achieve this goal, college students study hard and calculate shrewdly at all costs, and eventually become "sophisticated Egoism"[3]. At the same time, college students' excessive attention to external material interests during the process of "involution" inevitably leads to a neglect of the internal spiritual world, becoming what Nietzsche called the "empty shell without a core"[4]. They have neither faith nor sustenance, have never thought about the meaning of life, nor know how people should spend this life, thus gradually distorting their values under the influence of an "involution" mentality. Secondly, the competition under the "involution" mentality makes it difficult for college students to resonate with the "friendliness" and "harmony" of Core Socialist Values. The cruelty and suspicion under the competition make college students lack trust. Their sensitive self-protection gradually weakens the positive guidance of Core Socialist Values in Egoism, as shown in Figure 3.

3.2 The mentality of "involution" inhibits the comprehensive development of college students

True education is inevitably a way to promote the continuous liberation and freedom of humanity, and a way to cultivate fully developed individuals. The purpose of human education is to enable everyone to achieve free and comprehensive development[5]. The comprehensive development of "falsehood" is a prominent feature of quality education for college students under the influence of "involution" mentality. Currently, "slash youth" is not uncommon in universities, as it represents the diverse positions of college students in universities. When introducing oneself, there are multiple labeled positions, such as a college student who is not only a backbone of the student union, but also a project leader, and also a club leader. If the slash youth make non overloaded choices based on personal abilities and hobbies, with the aim of promoting their comprehensive development, it is naturally worth encouraging and praising. However, it cannot be ruled out that in current higher education, college students face the pressure of academic performance and employment, and in order to meet the assessment standards of universities, they have to take the path of "slash youth" driven by a "involution" mentality, in order to achieve everything and strive for every point. In this way, college students are limited by the current interests and the competitive influence of Collective unconscious, lack of thinking about their own characteristics, hobbies, positioning and other aspects on the development path, and drift with the tide in the special development time of college life, losing their subjectivity. At the same time, the "involution" mentality makes college students afraid to be wrong and cannot be wrong. They lack the courage to invest their time and energy into their hobbies and specialties, and can only pursue those meaningless things that are cyclical to appease their inner unease for the sake of immediate interests and prevent themselves from being eliminated by their peers.

3.3 The mentality of "involution" promotes the indifference of interpersonal communication among college students

The mentality of 'involution' also affects the communication of college students. In universities, the main interpersonal interactions handled by college students are classmates and classmates. In essence, college students come to college with the expectation of friendship among classmates to start their college life. But with the implicit influence of the "involution" mentality, the purity of interpersonal communication faces indescribable challenges, causing college students to struggle with expectations and disappointment, trust and suspicion in their interpersonal communication. It is undeniable that non benign competition can lead to opposition between people. Under such irrational competition, the "involution" mentality can lead to the following reactions of college students towards interpersonal communication: firstly, facing competition directly in interpersonal communication. Some students are confident and hardworking in competition, able to openly accept competitive relationships and

appreciate learning from their competitors, which is positive; The second is the obsessive faction. When faced with competition in social relationships, on the one hand, it manifests as anxiety and uncertainty within oneself, and on the other hand, it is an inner reluctance to accept defeat, which can easily lead to cracks in concealment and suspicion; The third type is completely negative, unable to face competitive relationships in interpersonal communication and avoiding interpersonal relationships. Overall, the first situation is positive, but for college students, most of them are not yet fully mature in handling interpersonal relationships. Dealing with competitive relationships in interpersonal communication is more common in the latter two situations. Therefore, the rampant rooting of the "involution" mentality can easily lead to indifference in interpersonal communication among college students.

3.4 The "involution" mentality leads to the waste of time and physical and mental destruction of college students

In the post industrial era, competition between people is the main competition. However, the irrationality in the characteristics of 'involution' has a series of negative effects on the physical and mental health of college students, forcing them to consume a lot of energy and time in 'involution'. Firstly, the infinite volume of time spent by college students often results in high investment and inability to achieve expected returns, causing them to be dissatisfied with themselves while wasting time and energy, making it difficult to affirm their own value and recognize themselves. For example, the anxiety caused by the "involution" mentality of college students often stems from the comparison of time and quality. When others have studied for 5 hours, they hope to learn for 6 hours. In economics, the "diminishing marginal benefits" mention that an infinite extension of learning time does not mean an infinite improvement in learning effectiveness, nor does it mean a leap in relative performance. Therefore, the investment did not receive corresponding rewards, but rather damaged the physical and mental strength of college students, and easily led them to fall into a state of depression. The second is high energy expenditure. In order to achieve the success of an "internalized" mentality, when objective conditions cannot be rolled up, college students have to put in effort on rules in order to achieve GPA and academic success. How to obtain higher scores has become a part of college students' energy research. When subjects of interest are compared with subjects with high scores, the latter becomes a choice for college students to pursue profits, and they have to suppress their physical and mental needs.

4. Countermeasures for College Students' Ideological and Political Education to Cope with the mentality of "involution"

4.1 Wake up students' self-awareness and guide them to establish lofty ideals

Most college students who are greatly influenced by the "involution" mentality do not have a clear self-awareness, so they only rely on herd choices to gain a sense of security about the future. Therefore, ideological and political educators should pay attention to awakening students' self-awareness, establishing students' lofty ideals and reasonable goals, guiding students to work hard for their own development and dream realization based on their specific situation, combined with internal and external situations, rather than losing themselves in the dark flow of "involution". This requires ideological and political courses to first play the role of courses such as "Situation and Policy" and employment guidance for college students, guide students to understand the domestic and external employment situation, broaden their horizons, establish their own development direction, alleviate anxiety, and not blindly follow the crowd. Secondly, ideological and political educators should guide students to have a rational and dialectical view of themselves, affirm their self-worth, clarify the ways to realize their self-worth, discover personal interests and strengths, tap into the potential possibilities of college students, and point the way for them in confusion and confusion.

4.2 Pay attention to student value guidance and achieve the unity of knowledge, intention, and action

On the basis of self-awareness awakening, it is also necessary to establish correct values for college students. To break the "involution" mentality of Collective unconscious and the binding of secular values, "the formation of values has its own laws and needs to go beyond The four dimensions of knowledge, emotion, intention, and action[6].Cognition is the basis of practice, which requires ideological and political educators to strengthen the cultivation of Core Socialist Values, enhance

college students' recognition of Core Socialist Values through theoretical and practical learning, and thus exert a subtle influence on their values; Secondly, emotion is a powerful driver. In the process of ideological and political education, we should pay attention to the emotional experience of students. We can select typical cases of practitioners of core values, such as "touching the top ten Chinese people", "meritorious service", "I and my motherland", and guide students to voluntarily accept Core Socialist Values through videos, pictures, music and other ways, establish lofty ideals, and find the direction of life. Moreover, will is the key, and it is the rise of cognition and emotion. In the process of ideological and political education, students should be guided to think deeply, not just on the surface of absorption, such as simulating events to let students think about solutions, which can be internalized into students' value choices and Value judgment. Finally, behavior is the destination and purpose. After students realize internalization and value selection, we should guide college students to consciously, voluntarily and independently integrate Core Socialist Values into all aspects of life and practice, enrich the spiritual world with Core Socialist Values, and reduce the negative impact of "involution" mentality on themselves.

4.3 Update the school's educational philosophy and pay attention to students' physical and mental health

Comprehensive development cannot be solely based on fraction theory. Schools should update their educational philosophy and timely reform the student assessment and evaluation mechanism. Firstly, schools should pay attention to the development of moral education, and in the assessment process, they should reflect the dual focus of moral education and intellectual education, purify the school atmosphere, guide students to engage in healthy competition, and achieve all-round development. Secondly, it is necessary to unify teachers' scoring standards, avoid the problem of too large difference in scores, provide guarantee for students' free choice and diversified development, ease students' worries, and encourage students to be creative. Furthermore, schools should strive to ensure the open, fair, and just sharing of school resources, and provide a good and fair learning and working environment for college students. Finally, we need to strengthen the protection of the mental health of college students, provide a platform for them to relieve stress and solve psychological problems, and provide comprehensive counseling services to alleviate the negative impact of "involution" mentality on college students.

4.4 Guide students' negative emotions and innovate methods of ideological and political work

Currently, the Internet is the main platform for college students' ideological expression, and it also has a subtle impact on college students. The active use of the term 'involution' on the internet has influenced the thoughts and emotions of college students. As an ideological and political education worker, the first step is to pay timely attention to negative public opinion in the internet and grasp its negative impact. For example, in the fast-paced era, the "headline party" is a product of online fast food, and college students are easily victims of the headline party due to their internet habits. In the "inner circle" filled with internet content, a large number of online headlines are selling anxiety and panic. Ideological and political educators need to guide students to correctly view online public opinion, rationally view and handle competition among peers, peers, and interpersonal relationships, alleviate students' anxiety and panic, and prevent high-pressure damage to students' physical and mental health. Secondly, ideological and political education in universities also needs to constantly innovate work methods. "We need to strengthen the construction of internet ideological and political work carriers, strengthen the construction of student interactive communities, theme education websites, professional academic websites, and two micro platforms, and use the expression methods that college students like to carry out ideological and political education[7]. College ideological and political teachers should carry out education in a way that students enjoy, establish a stable mainstream position on online platforms, strengthen ideological guidance, disseminate mainstream social ideology, enhance the supply of positive energy on the internet, and enable students to have confidence in themselves, their peers, and society. Help students establish a correct worldview, outlook on life, and values, and guide them to consciously become builders and successors of socialism.

5. Conclusion

The "involution" is an inevitable product of the development of the times, but the "involution" mentality it produces is a problem that ideological and political education workers in universities have

to face. Ideological and political educators in colleges and universities should keep up with the forefront of the times, keenly capture social phenomenon, guide college students to face competition and challenges with a rational and positive attitude in the current situation of "inner volume", and realize the all-round, free and healthy development of college students.

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