

The Influence of Chinese Ideology Education on Character Development Among University Students in A Province

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Abstract: Character development is a continuous and developmental process shaped by educational experiences and learning. As character development remains a high priority for educators, this study explores the impact of Chinese Ideology Education on the character formation of university students in A Province. This study acknowledges the objective laws governing character formation among university students. To analyze the role of ideology education courses in shaping the character of university students in A Province, quantitative research methods will be employed. By identifying influencing factors, the research seeks to contribute valuable insights into the nexus between ideology education and character development. The findings of this study will not only shed light on the vital role of ideology education in universities but also address the societal and internal demands for student growth and success. The research proposes new requirements for enhancing character cultivation in the new era, delineating these requirements across three dimensions: teaching methods, teaching goals and teaching evaluation.

Keywords: Chinese Students; Ideology Education; Character; Impression; University.

1. Introduction

In contemporary China, the development of Chinese university students carries profound implications for the nation's future. As emphasized by Yawei (2020), these students are not just learners but the successors and builders of the Chinese Dream, contributing to the realization of the great rejuvenation of the motherland.

In response to the evolving landscape of higher education in China, the necessity for a transformative shift in the science and practice of character development has become increasingly evident (Clement & Bollinger, 2017). This need for change aligns with the popular idiom "It needs a shot in the arm," emphasizing the imperative to rejuvenate the approach towards character education. At the forefront of this endeavor is the ideology education course, a pivotal component in shaping moral values and cultivating talents among university students (Jiang & Wang, 2019). Recognizing its significance, both nationally and within universities, the reform of ideology education courses has emerged as a top priority in the broader context of educational reform in China (Clement & Bollinger, 2017).

China, with its rich historical and ideological backdrop, presents a unique landscape for investigating the impact of ideology education on university students. Zhang and Fagan's (2016) exploration of the role of ideology education in Mainland China underscores the intricate relationship between ideological education and civic engagement, offering nuanced insights drawn from contemporary citizenship theory.

Ideology education in schools plays a dual role, functioning both at the societal and individual levels. Yawei (2020) underscores the importance of allowing students to realize their own value in the broader context of national rejuvenation, contributing to the building of a great modern socialist country. This vision underscores the need to integrate the social function of ideal education with the individual growth and success of students. As Yawei (2020) articulates,

the shaping of ideal and moral character should be aligned with students' individual living styles, free growth, and spiritual well-being. Such an approach not only cultivates and improves the moral character of students but also enhances their all-round abilities, fostering happiness and contributing to the socialist modernization agenda.

This study seeks to address these gaps by investigating the impact of the ideology education curriculum on the character development of Chinese university students.

Against this backdrop, the study delves into the specific context of A Province to determine the dynamics at play in the character formation of university students through Chinese Ideology Education. The importance of this inquiry lies not only in its academic significance but also in its practical implications for shaping responsible, engaged citizens within the socio-political fabric of China. While scholarship on character formation in higher education, such as the work by Wang and Li (2018), provides broader perspectives, the study focuses zeroes in on the localized impact within the distinct cultural and ideological milieu of A Province.

2. Methods

2.1. Study Design

To explore the impact of the ideology education curriculum on the character development of Chinese university students, this study adopts a Quantitative Research design, particularly the correlational research design. According to Creswell (2018), the correlational design uses correlational statistics to describe and measure the degree or association (or relationship) between two or more variables or sets of scores. The quantitative component encompasses a survey distributed among a diverse sample of university students in A Province, aiming to quantify attitudinal and behavioral changes attributed to the curriculum.

The quantitative data will enable the generalization of trends within the larger university student population. The research participants, drawn from various disciplines and

backgrounds, will contribute to the diversity of perspectives, allowing for a comprehensive analysis of the ideology education curriculum's impact.

2.2. Study Participants

2.2.1. Sample Size and Sampling

The survey will enlist participants from across seven undergraduate colleges and universities in A Province. This selection will encompass institutions with varying academic categories, including B University (comprehensive), C University, D University, E University, F University, G University, and H University. The total undergraduate student population of these institutions, as retrieved from official websites, stands at 123,016, with each university contributing proportionally—17%, 12%, 24.5%, 8%, 16.5%, 15%, and 7%, respectively.

To ensure a representative sampling, a targeted distribution of 103 questionnaires will be determined. This sample size aims to strike a balance between statistical significance and practical feasibility, allowing for a robust analysis that reflects the varied experiences within the higher education landscape of A Province.

Based on the proportion of students in each university, the number of questionnaires distributed by each university was determined to be: 17 from B University, 12 from C University, 25 from D University, 8 from E University, 17 from F University, 17 from G University, and 7 from H University.

The Questionnaire will be administered through a certain app, which is an application, which integrates mobile teaching, mobile learning, mobile reading, and mobile socializing. It supports both PC and mobile devices (Android/iOS). The main functions include publishing and completing assignments, online courses, online exams, electronic reading, ability assessment, group interaction, and questionnaire collection and analysis.

2.2.2. Inclusion and Exclusion Criteria

In the selection of respondents for this study, participants will be drawn from diverse academic backgrounds, representing majors such as literature and history, science and engineering, art, economics and finance, agriculture, teacher education, and medical disciplines. The sample pool will include 12 respondents from C University specializing in economics and finance, 25 respondents from D University focusing on science and engineering majors, 8 respondents from E University with agriculture majors, 17 respondents from F University in teacher education majors, 17 respondents from G University specializing in medical majors, and 7 respondents from H University specializing in media majors. All respondents, aged between 18 and 23 years, irrespective of gender, must be registered students at their respective institutions.

2.3. Research Instruments

2.3.1. Questionnaire Preparation

This study will make use of a questionnaire to investigate the relationship between ideology education and the character formation of university students. Drawing insights from relevant literature, the researcher identifies and analyzes measurement indicators to construct the questionnaire. The instrument consists of three principal parts:

1. Demographic Information:

This section gathers essential demographic details, including the university students' school, gender, grade, and major. This information is crucial for segmenting and

analyzing responses based on demographic variables.

2. Influence Factors on Character Formation:

This section aims to assess the influence of ideology education on various aspects of character development. It consists of three primary dimensions: psychological influence, ideological influence, and self-discipline influence.

1) Psychological Influence includes two secondary dimensions: the impact on integration into the group and the influence on the cognition of friendship.

2) Ideological Influence comprises three secondary dimensions: thoughts of loving the country and people, consciousness of social morality, and consciousness of abiding by discipline and law.

3) Self-discipline influence involves four secondary dimensions: the influence of self-control ability, self-regulation ability, social adaptation ability, and problem-analysis ability.

3. Ideology Education Assessment:

This part delves into the specific impact of ideology education courses on university students' personalities. It includes a scale with 22 questions for each dimension, evaluating psychological level, ideological level, and level of self-discipline. Respondents provide nuanced insights into the effects of ideology and theoretical courses on their character development.

4. The questionnaire also includes a detailed investigation of the influential factors of ideology education courses on the character formation of university students. This section is structured into five dimensions, each comprising distinct elements essential to shaping students' characters. The dimensions include teaching methods, teaching goals and teaching evaluation.

The questionnaire will undergo rigorous refinement through iterative discussions with academic experts. This process ensures that the questions are clear, logically framed, and capable of capturing the intended nuances of respondents' experiences.

To ensure the questionnaire's reliability and clarity, iterative discussions will be held with teachers and experts. The Likert scale responses will be subjected to statistical analysis using SPSS software, aiming to provide nuanced insights into the multifaceted dynamics between ideology education and character development among university students. This methodological approach is designed to contribute rigorously to the understanding of these complex relationships.

3. Quantitative Data Analysis

The quantitative data analysis in this research study will primarily involve descriptive and inferential statistical methods to address the specified research objectives. To describe the demographic profile of Chinese university students taking ideology education, descriptive statistics such as means, frequencies, and percentages will be employed to present key characteristics like age, gender, and major. Additionally, inferential statistics, such as chi-square tests, may be utilized to identify any significant differences or associations within demographic variables.

In describing the experiences of students in Chinese Ideology Education classes, the analysis will involve descriptive statistics to summarize the range and distribution of responses to survey questions capturing these experiences. Mean scores, standard deviations, and frequency distributions may be used to provide a comprehensive overview.

For character attributes of Chinese university students, descriptive statistics will again play a crucial role in summarizing key attributes. Mean scores and standard deviations could be employed to outline the central tendencies and variabilities of character traits.

In establishing a correlation between students' experiences in Chinese Ideology Education classes and their character attributes, correlation coefficients will be calculated to assess the strength and direction of relationships between variables. Additionally, regression analysis may be applied to explore predictive relationships.

The SPSS software will be used to facilitate the execution of these statistical tests and analyses.

4. Strategy in Chinese Ideology Education on Character Development

On the basis of quantitative analysis of data through questionnaires, an innovative method to enhance ideological education is proposed, which is the "situational experience" education method.

4.1. The Unique Advantages of Applying the "Situational Experience" Method to the Practical Stage of Ideology Education Courses in Universities

1.Exerted the subjective initiative of students

The application of situational experience method in practical activities is a very important and cannot be ignored step, which is the first stage - preparation work. This may require half of the energy and time in the entire process, which is also a key factor affecting the effectiveness of practice. Students engage in self-directed learning and team exploration based on the practical theme provided by the teacher. They personally think about problems, find answers and solve them independently by consulting materials. This process of "solving puzzles" is highly exploratory, cultivating students' spirit of overcoming difficulties and enhancing their ability to learn independently and solve problems independently.

After unraveling the fog, we reach the second stage - the design and creation of works, which requires students to simulate situations through artistic forms. This is the process of theory from abstraction to concretization. At this stage, fully tap into the subjective initiative of students, cultivate their hands-on practical and innovative abilities, and effectively tap into their potential.

2.Enhanced students' sense of first-hand experience

Personal experience is the fundamental characteristic of situational experience method. Personal experience mainly refers to various forms of personal experiences, such as students' own experiences, personal experiences, personal feelings, and thoughtful insights. Experiencing something firsthand, or simulating situations in various forms, can concretize and visualize abstract theoretical knowledge, eliminate students' sense of distance from theory, and shape concrete and intuitive images. On the one hand, it helps students achieve theoretical understanding from concrete to abstract logical thinking ability. On the other hand, through intuitive images, it can enhance students' learning emotions and stimulate their interest in learning, which is more conducive to improving learning quality and efficiency.

3.Stimulated the emotional power of students

The practical application of the "situational experience" method is achieved through art as a carrier, making ideology education courses more intuitive, vivid, and appealing. The practical part of ideology education courses builds a bridge between theory and practice, and the "situational experience" method is the main carrier of the practical part. It uses intuitive and visual external methods to reach the depths of the soul through the power of emotions and guide students unconsciously. This kind of art, which originates from life and is higher than life, is applied in practical activities, transforming abstract theories into vivid and intuitive images, and playing a significant role in "turning spring breeze into rain" and "moistening things silently". At the moment when students' emotions are sublimated, it is also the moment when theoretical knowledge is internalized and deepened. The application of the "situational experience" method to the practical stage of ideology education courses can stimulate students' stronger emotional power, thereby transforming it into a source of motivation for student practice.

4.2. The Application of the "Situational Experience" Method in the Construction of the Practice of ideology education courses in universities

1.Design of methods

Adopting a combination of independent research and situational experience methods. The guiding teacher guides, inspires, and assists students throughout the entire process, which includes two stages: the first stage mainly adopts independent research method. Firstly, students should refer to relevant materials related to the practical topic assigned by the teacher for learning and reflection. If they encounter any misunderstandings, they can answer them through group discussions or ask questions to the teacher; After class, students complete personal planning suggestions. Each student needs to submit a planning proposal for group communication. Secondly, students discuss the planning plan with each other, and each student brings their personal planning suggestions to the group for discussion. After integrating their opinions, a group planning plan is formed. Through the group leader's speech in the class, a classroom planning plan (including theme, work introduction, keywords, and artistic expression forms) is formed through the integration of the plan, and the overall class planning plan is completed. Language programs are composed of scripts, recitations, and storytelling by each production team; Write scripts (program flow) for songs and dances.

The second stage mainly adopts the "situational experience" method. First of all, students will display their learning and research experiences and achievements in a variety of art forms. Each class needs 2-6 student speakers to link all the results together and report and display the results. Secondly, the teacher reviews and summarizes each work, which is a crucial step. The evaluation is not only made from the perspective of art, but also focuses on explaining the ideological and political elements in the content of students' works, guiding students to form a correct and comprehensive understanding of the theory, and realizing students' emotional identification with the theory. At this stage, each student is required to participate in at least one program group, assume any role including scripter, director, actor, costume, makeup, props, stage manager, etc. PPT is made for all programs, and the name and role of each student are displayed on the

multimedia courseware of each program as the basis for the assessment at the end of the semester. Organize and print the paper version of the planning book in spare time. Thirdly, the teacher held a meeting of the person in charge of the work in time to further sort out and excavate the harvest brought by the emotional experience in the process of the work creation through the communication between teachers and students. The program leader should not only talk about the harvest of the group's creation, but also focus on the harvest brought by other groups' programs to form a comprehensive cognition of the theory, and require each work leader to share the harvest with the students to further deepen the students' recognition of the value of the theory.

2. Design of goals

The goal is divided into three dimensions: knowledge, value, and ability: knowledge goal is to understand the connotation and significance of the learned theory; The value goal is to cultivate the value pursuit of students who have a broad vision for the world, dedicate themselves to the country, integrate personal ideals with the destiny of the country, cultivate national cohesion and centripetal force; The ability goal is to cultivate the spirit of mutual assistance and friendship, innovation ability, overcome difficulties, actively strive for progress, teamwork ability, organizational coordination and overall planning, induction and summarization ability, and form the perception ability of artistic beauty.

3. The design evaluation

The evaluation is composed of two parts: teacher evaluation and student mutual evaluation. The teacher evaluation score is full of 50 points. According to the theme and difficulty of the activities participated by the students, the written materials provided and the performance, the grades of each semester are objectively and fairly evaluated; The students' mutual evaluation score is out of 40 points, and the students' enthusiasm, participation and contribution are objectively evaluated according to the whole process; Each semester, any project can be scored out of 10 points, according to the lecture voucher and practice manual to fill in the quality score. Before the end of the fourth semester, we should carry out a questionnaire survey on the practical links of ideological and political courses. In the fourth semester of the practice manual, a special column will be set up to solicit students' suggestions and opinions, and teachers will carefully review this column after students finish it, so as to further improve the program and enhance the effectiveness of ideological and political course practice.

5. The Relationship between Various Elements within Ideology Education System

AS follows, the blue circle represents individual rationality and the green circle represents social ideals. Two circles form a closed system, the ideal system. In this system, the two circles must directly cross each other for the following reasons:

1. Two circles cannot coincide perfectly. Individual thoughts are different, and it is impossible to fully coincide with the social ideal, which also explains the principle of the generality of the system and the particularity of elements; Although the social ideal is a collection of individual ideals, the social ideal can guide the individual ideal, and it has more height, breadth and depth than the individual ideal, and can

make up for the limitations of the individual ideal, so the social ideal cannot be completely equivalent to the individual rationality.

2. Two circles can not be completely separated, there is no intersection. Even if the individual has differences and is very special, it is bound to exist in society, and the individual ideal has more or less social ideal components; Social ideal is in the dominant position, but it must also be expressed in the individual ideal, and also rely on the practice of the individual to complete, so social ideal is bound to have an intersection with individual rationality.

3. These three graphs are the cross diagrams of individual rationality and social ideals. The two circles may cross most of them, as shown in Figure 1; they may cross the middle part, as shown in Figure 2; and they may cross a small part, as shown in Figure 3. By comparison, Figure 2 is the most appropriate state of the ideal system, because it not only respects the difference of individual ideals, but also guarantees the orientation of social ideals to individuals, ensuring that the direction of individuals and society is consistent.



Figure 1. Individual ideals and social ideals are mostly consistent

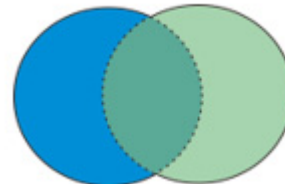


Figure 2. Individual ideals and social ideals are basically consistent

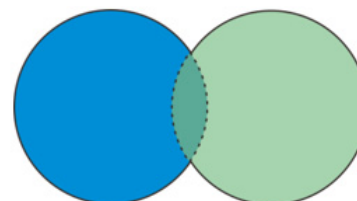


Figure 3. Individual ideals and social ideals are a little consistent

6. Conclusion

The balance model of ideology education -- the balance relationship between individual ideal education and social ideal education

Under the background of globalization, students' ideal education should, according to the multiple levels of students' ideals, change the previous educational mode that only emphasizes social ideals while ignoring individual ideals, emphasizes spiritual ideals while ignoring material ideals, emphasizes long-term ideals while ignoring short-term ideals, and combines the education of common ideals and lofty ideals with the planning and guidance of individual ideals. To achieve the organic unity of collective education and individual education. Students' ideal education should be guided by the lofty ideals and based on the common ideals.

This helps all students to find a common goal and move forward together. But the education of the common ideal alone is far from enough, because the common ideal exists in each concrete ideal and is expressed through the concrete ideal. Each student has their own specific value pursuit and ideal form, so they cannot require the same, engage in a "one-size-fits-all", but should be based on The Times, respect the needs of personality development, pay attention to teaching students according to their abilities, and carry out targeted individual ideal planning guidance.

Through figures, discuss what determines the size of the shadow area at the intersection of the individual ideal and the social ideal? It is determined by education, and the ideal education determines the balance point of the ideal system. Figure 2 is the most appropriate balance point between the individual ideal and the social ideal. The expected ideal education should integrate all the forces and use the balanced mode of education to maintain the ideal balance. The altruistic content of individual ideal, specifically, is to support and maintain the collective interests, and to eliminate the content that is harmful to others and the collective is the balance point between the two. Of course, this balance point is not always unchanged, it is adjusted according to the development of The Times, external environment, etc., so the use of ideal education balance model to capture the dynamic balance point of the ideal system is the embodiment of the function and role of ideal education.

Balance is the premise of the ideal education balance model structure. Through sorting out individual ideal and social ideal, keeping the direction of individual ideal and social ideal is the premise of ideal education balance.

The ideology education adheres to the integration of knowledge and action, applying theoretical knowledge to ensure that the theories learned are integrated into the mind and heart, and more importantly, put them into practice, enhancing the affinity of education through the "situational experience" method. The practical stage of ideology education courses also requires universities to coordinate various departments and departments, combine their own advantages and comprehensive strength, and uphold the "responsibility field" of ideology guidance and value guidance.

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