

On the Theory and Practice of Psychological Adjustment Function of Ideological and Political Education

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Abstract—In the changing times and society, the problem of human psychological imbalance has become an important issue in contemporary Chinese society. At the same time, the rapid development of time and space and the complexity and changeability of human nature make view for people more the value of ideological and political education. Therefore, the psychological adjustment of ideological and political education has important practical significance. Psychological adjustment function of ideological and political education includes attitude adjustment function, emotional adjustment function and crisis adjustment function. Each adjustment function has theoretical origin of psychology and practical value of ideological and political education. Guiding ideological and political education with psychological theory and standardizing the functions, methods and paths of psychological adjustment of ideological and political education will help to improve the methodology of ideological and political education.

Keywords—ideological and political education; psychological adjustment; psychology of ideological and political education; mental health

I. INTRODUCTION

With the development of human beings and the progress of the times, respecting, developing and treating people kindly have increasingly become the important principles of Ideological and political education in the new era. According to the requirements of Ideological and political education, according to the law of psychological occurrence and development, giving full play to the psychological function in the process of Ideological and political education has far-reaching significance for improving the effectiveness of Ideological and political education. Ideological and political education contains important psychological functions, including psychological incentive function, psychological health care function and psychological adjustment function. Among them, psychological incentive and mental health care focus more on mental health work. In the era of rapid changes in various fields of society, psychological adjustment is a function that ideological and political education needs to play a further role. Psychological adjustment is to adjust the unbalanced state of mind to a reasonable level. Psychological adjustment in Ideological and political education includes not only psychological adjustment in general sense, but also the adjustment of the attitude of the educational object, the

adjustment of the emotions of the educational object, and even the intervention measures for some crises. Therefore, in a sense, the psychological adjustment of Ideological and political education reflects the internal needs of Ideological and political education, realizes the purpose of Ideological and political education, and embodies the effect of Ideological and political education. In the face of all-round social change, in the process of deepening the development of Ideological and political education, the research and practice of psychological adjustment function is of great significance.

II. ATTITUDE REGULATION FUNCTION OF IDEOLOGICAL AND POLITICAL EDUCATION

Ideological and political education is to change the bad attitudes of the educational objects and make them form a positive attitude. The so-called attitudinal change refers to the change in attitudes of the educators affected by the acceptance of new ideological information on the basis of existing attitudes. Attitude change theories mainly include Stimulus-Learning Theory, Cognitive Persuasion Theory and Attitude Coherence Theory. These theories attempt to study the process, influencing factors and functions of attitude change from different perspectives, so as to explain the causes of attitude change.

Stimulus-learning theory was put forward by American behaviorist psychologists Thorndike and Skinner. This theory is based on stimulus-response theory. This theory emphasizes the role of continuous reinforcement in the process of stimulus response, because accidental behavior plays a limited role in the formation of individual attitudes, and stimulus should be related to the results of the behavior in order to promote the occurrence of continuous behavior. The theory of cognitive persuasion of attitudes was put forward by American psychologist Hoffland in 1959. After forming a certain attitude, individuals can still change their attitudes by accepting new information. He believes that attitude change is a process of persuasion education, and gives a model of attitude change. In this model, in order to change the attitudes of the educational objects, efforts should be made on the four elements: the transmitter, the receiver, the communication information and methods, and the situation. Individuals are in different situations, and the effect of attitude change is also different. The theory of attitudinal coherence was put forward by Osgood,

an American psychologist, who believes that the principle of coherence dominates people's thinking and that people can achieve coherence with others and society by changing their attitudes. When an individual's attitude is inconsistent with others, it will bring psychological pressure. Individuals can influence their own and others' attitudes by changing the way of self or others' evaluation in the direction of increasing consistency. People are social and live in a social world. Their thoughts, feelings and behaviors will be deeply influenced by others. Individual attitudes are often influenced by the social environment, and deeply permeate the individual's behavior and world outlook.

It is one of the tasks of ideological and political education to adjust the attitudes of educational objects, especially political attitudes. It is an important part of ideological and political education. We need to learn from the attitude adjustment theory of psychology to improve ideological and political education. First, in the specific process of ideological and political education, positive reinforcement of individual satisfaction and reward is more conducive to forming an attitude that meets the requirements of educators than negative reinforcement of punishment. Positive reinforcement through reward, appreciation and social recognition will promote the formation of individual attitudes until attitudes are internalized into individual beliefs. In addition, in the process of promoting the formation and transformation of the attitudes of educational objects, we need to actively pay attention to the level of psychological development and the stage of ideological development of educational objects. Special attention should be paid to the change of adolescents' attitudes, because adolescents are in adolescence full of changes, exploration and vitality. Through accepting ideological and political education, they can form correct and systematic political concepts in order to achieve healthy growth. Educators should understand the psychological development characteristics of educational objects, respond to their spirit of independent exploration in a timely and active manner, strengthen them positively and meet their individual development needs; at the same time, they should guide the educational objects to believe and accept the social requirements from the bottom of their hearts, and incorporate the social norms into the emerging ideas consciously and voluntarily through self-selection, internalization and control. We should guide the educational object to break the thinking pattern, integrate the original value system, change the old, incorrect, negative and backward attitude, and form a new, positive and progressive attitude. Secondly, in the process of shaping and changing the attitudes of educational objects in ideological and political education, educators, educational objects, educational contents and educational environment play a common role. [1] Ideological and political education itself is the way and art for people to deal with ideological contradictions. There are many effective ways and means of education. With the development of the times, the deepening of reform and opening-up and the prosperity of socialist market economy, the environment, tasks, contents and objects of ideological and political education have changed greatly. It is necessary for educators to have the ability to keep pace with the times and adapt to the requirements of social change and development. On the basis of traditional effective methods and in combination with the new situation,

we should explore ways to enhance ideological and political education. A new method of effectiveness. At the same time, we should create a stable and united political environment, a healthy and upward social and psychological environment, and a cultural environment suitable for political and economic development, so as to create conditions for the formation of attitudes affecting educational objects. Thirdly, in the process of ideological and political education, educators transmit the behavior norms and information required by the society to the educational objects in various ways, and then affect their attitudes. Therefore, the ideological and political quality, ideological and moral quality and mental health quality of educators themselves are very important. On the one hand, educators need to enhance their own attraction and give correct guidance to the educators. If the educator has a strong attraction, it will enhance the possibility that the educator will listen to and identify with the educator; on the contrary, the possibility of persuasion success will be reduced. On the other hand, educators' mastery of the basic theory and knowledge of ideological and political education and their confidence in imparting ideas and beliefs also affect the educational objects. The acceptance and recognition of new knowledge by the educators usually begins with their belief in the educators. In the process of belief, new knowledge is gradually combined with their original ideas, internalized into their own ideals and beliefs, and ultimately externalized into actions. Therefore, the educators' political thoughts, values and attitudes towards major political issues will have an impact on the target of education. As an ideological and political educator, he should have a firm political stand, follow the law of things' development, improve his ability to deal with right and wrong problems, influence the educational object with the power of truth, attract the educational object with his own personality charm, and infect the educational object with sincere emotion, so as to change the attitude of the educational object and achieve the purpose of ideological and political education.

III. THE EMOTIONAL REGULATION FUNCTION OF IDEOLOGICAL AND POLITICAL EDUCATION

In the process of ideological and political education, facing the negative emotions of the educational objects, we need to help them adjust in time so as to restore stable emotions and maintain a healthy mentality. Emotion is a general term for a series of subjective cognitive experiences. It is a psychological and physiological state produced by a combination of feelings, thoughts and actions. Whether positive or negative emotions are motivations for people to take action. Although some emotional actions seem to have not been thought about, consciousness is actually an important part of emotional production. Therefore, emotion is an experience of attitudes towards external things accompanied by cognitive and conscious processes, and is the relationship between the objective external things and the subjective needs of the human brain. Response is a psychological activity mediated by individual needs. This kind of psychological activity needs not only the intervention of psychological work, but also the adjustment of ideological and political education.

William James, an American psychologist, and Langer, a Danish physiologist, put forward the same emotional theory.

They emphasized that emotional production is the product of vegetative nervous activity, which was later called the peripheral theory of emotion by psychologists, that is, emotional stimulation causes physical reactions, and physiological reactions further lead to emotional experience. James-Langer's theory sees the direct relationship between emotions and body changes, and emphasizes the role of autonomic nervous system in emotional production. However, they unilaterally emphasize the role of the vegetative nervous system and neglect the regulation and control of the central nervous system, which has caused a lot of controversy.[2] James Gross, a famous American psychologist, has drawn a general blueprint for the study of emotional regulation. Gross proposed a modal model of emotion, through which he explained a series of emotional processes. Emotional regulation model is composed of five parts: situational selection, situational modification, attention allocation, cognitive change and response adjustment, which is the key point of individual self-regulation of emotion. According to these five key points, Gross put forward three strategies of emotional regulation: problem-focused strategy, evaluation-focused strategy and emotional-focused strategy. These theories have very important reference value for ideological and political education.[3]

In the process of ideological and political education, when the educatees have bad emotions, they need to be adjusted in time to avoid negative effects on the educatees, others and society. There are many ways to regulate emotions, but in the practice of ideological and political education, the following ways can be used. First, interpersonal communication and regulation. Emotional regulation through interpersonal communication belongs to social regulation or external environment regulation. In the process of interpersonal communication, individual motivation, social signals, natural environment, memory and other factors play an important role. ideological and political education is a practical activity of human beings. It embodies the basic characteristics of Anthropology and can be produced through the interaction between subjects. Whether it is the traditional subject-object relationship, the dual-subject relationship, or the inter-subjectivity, the core or the inter-subjectivity between people. [4]Ideological and political educators should make friends with educational objects, so that when they are in low spirits, they can think of communicating and talking with educators at the first time, so as to solve the ideological problems of educational objects in time. Second, environmental change and regulation. The change of people's mood is closely related to the environment. Emotional problems arising in an environment need to be regulated by changes in the environment. In the process of ideological and political education, we need a good environment to regulate the emotions of the educational objects and do ideological work of the educational objects. We can achieve good ideological and political education results by communicating and talking in a happy mood. Third, change cognition and regulation. People have emotions because everyone can explain the same thing differently. Therefore, different people hold different views on the same thing, and they will have different emotional reactions. In this way, we can adjust people's emotions by changing people's views on things, which is the cognitive emotion regulation method. In the process of ideological and political

education, the ideological and political education of the educators to the educational objects is to change the cognitive structure of the educational objects, not only to regulate the emotions of the educational objects, but more importantly to change the ideas in order to achieve the purpose of ideological and political education. In short, in the process of ideological and political education, educators should play an emotional regulation function, adopt positive emotional regulation strategies, monitor and adjust the internal process and external behavior of the emotions of the educational objects, so as to enable the educational objects to have the ability to coordinate the external environment and the inner world.

IV. THE CRISIS ADJUSTMENT FUNCTION OF IDEOLOGICAL AND POLITICAL EDUCATION

In social life, people need to face all kinds of situations, always encounter one kind or another of crisis. ideological and political education can help educators tide over the crisis, get out of the crisis, and even turn crisis into opportunity. This is the crisis adjustment of ideological and political education. The crisis of ideological and political education mainly refers to the ideological and behavioral crisis of the educational object. The ideological crisis refers to the state in which the educational object's thought does not conform to the mainstream ideology, or that the educational object's thought appears extreme ideas. The behavioral crisis refers to the state in which the educational object's behavior may endanger itself or society. The crisis adjustment of ideological and political education is to turn crisis into stability, crisis into opportunity, do a good job of soothing the soul of the educational object, improving the ideological work and standardizing the behavior, and maintain the harmonious development of society.

American psychologist Caplan first put forward the concept of crisis systematically. Caplan believes that everyone is constantly striving to maintain a stable state of mind, to maintain their own balance and coordination with the environment.[5]When major problems or changes occur that make individuals feel difficult to solve and grasp, balance will be broken, internal tension will accumulate, and then there will be confusion or even disorder of thinking and behavior, that is, to enter a state of imbalance, which is also a state of crisis. In short, crisis means the destruction of steady state. The process of crisis formation can be roughly divided into the following stages: pre-crisis state, susceptibility period and restructuring period. Under normal conditions, individuals can maintain a balance between themselves and the environment by applying the skills they have to deal with and solve problems, which can be regarded as a steady state. However, individuals may encounter stressful events, i.e. harmful events. At this time, individuals will continue to mobilize all the conventional skills to solve problems, but the results are still insufficient to get out of the predicament. In this case, insecurity begins to arise. The occurrence of harmful events opened the prelude of the crisis development process. In the crisis period, tension and anxiety reached an intolerable level, and the individual was in a state of thirst for extrication. At this time, if the ideological and political education loses its voice, it is very likely that the educational object will be led to the opposite of the ideological and political education goal under the guidance of wrong ideas.

After the crisis period is the period of reorganization, the level of adaptation of individuals after the crisis may be equal to that before the crisis, or lower or higher than that before the crisis. Through the special intervention of ideological and political education, educators can help the educators to at least restore to the pre-crisis state, and if they can take the opportunity to achieve a higher level of adaptation, it will be more ideal.

Crisis regulation of ideological and political education is a process in which educators adjust or change the educational strategies of their thoughts or behaviors in order to enhance the effect of education. According to the meta-problems of ideological and political education such as axiology and methodology of ideological and political education, combined with the relevant theories of psychology on crisis regulation, the following ways can be used in crisis regulation of ideological and political education. From the guidance level, it includes target adjustment and means adjustment. Goal regulation aims at solving the problems existing in the original goals of educational objects, replacing them with new goals, and correcting or supplementing the original goals. Means of adjustment are to adjust the contents, methods, systems and teams of education so as to meet the requirements of educational objectives. It needs to be emphasized that means adjustment should serve not only the goal adjustment, but also the relatively independent goal adjustment, serving directly for the better realization of the established educational goals. From the path level, it includes direct regulation and indirect regulation. Direct regulation refers to the direct and specific adjustment made by educators in response to the crisis situation of the educational objects. It exerts a positive and direct regulation effect on the educational objects, and the effect of regulation is quick. Indirect regulation is an indirect and circuitous way for educators to influence the educational object, to adjust the crisis faced by the educational object, and ultimately to achieve the purpose of education.[6] In the process of human existence and development, the crises are complex. In view of different crises, ideological and political education should be changed according to events, advancing with the times and changing with the situation. Corresponding

adjustment methods should be adopted to achieve better educational effect.

V. CONCLUSION

People's thoughts are extremely complex, especially in the modern world where society is changing rapidly. The goal of ideological and political education lies in the unity of thought and the cohesion of consensus. How to accomplish the task of ideological and political education in complex space-time and in the face of complex humanity is a very grand and vital proposition. Faced with this proposition, there is a microcosmic entry point to solve the problem, that is, psychological adjustment. Since the reform and opening up, along with the social life from closeness to openness, from singleness to diversity, from etiquette to legal rationality, a series of psychological imbalances have emerged in contemporary Chinese, which has led to a series of ideological problems. Ideological and political education can start with psychological adjustment, start with solving the problem of psychological imbalance, and solve the ideological problem. This is a way which is easy to ignore and deserves more attention and research.

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