ANALYSIS OF THE INFLUENCE OF IDEOLOGICAL AND POLITICAL EDUCATION AND SOCIAL DEVELOPMENT ON STUDENTS’ MORAL CHARACTER SHAPING UNDER POSITIVE PSYCHOLOGY

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SUMMARY

Background: The number of college students suffering from mental diseases has gradually increased. Nowadays, the prevalence of psychological diseases such as anxiety and depression among college students is increasing year by year, which has greatly affected students’ study, life, employment and career choice, resulting in an increase in the frequency of psychological diseases such as employment anxiety, learning anxiety and social anxiety. Therefore, finding a way to alleviate students’ negative emotions has always been a research hotspot in the academic circles. From the perspective of positive psychology, the research puts forward the ways and strategies to realize the reform of Ideological and Political Education (IPE) in colleges and universities, so as to better educate college students and cultivate their good moral character.

Subjects and methods: In a city, select a university as the research site. In this university, volunteers are recruited through campus network, official account and other channels to conduct experiments. After screening, 70 volunteer students were selected to conduct this experiment. 70 students were divided into two groups by drawing lots, which were recorded as the group A and the group B. group B A, the ways and strategies to realize the reform of IPE proposed by the research are used for teaching. For the group B, the traditional IPE was used. After using different teaching paths for the same period of time, the scale tool is used to investigate the students’ mental health and psychological stress.

Results: Before teaching, the anxiety level of the two groups was equal. After teaching, the anxiety symptoms of the students who use the path and strategy proposed by the research to realize the reform of IPE disappear completely. The anxiety symptoms of the group B were not significantly relieved.

Conclusions: From high school to university, it indicates that students’ life has entered a new stage. In recent years, the number of college students suffering from mental diseases has gradually increased. From the perspective of positive psychology, the research puts forward the ways and strategies to realize the reform of IPE, so as to better educate college students and cultivate their good moral character. The results showed that the two groups of students had the same level of anxiety before teaching. After teaching for a period of time, the anxiety symptoms of students who use the path and strategy proposed by the research to realize the reform of IPE disappear completely. It shows that the strategies proposed in the study can realize the teaching reform of ideological and political education.

Key words: positive psychology - ideological and political education - mental health - anxious

INTRODUCTION

Nowadays, the prevalence of psychological diseases such as anxiety and depression among college students is increasing year by year, which has greatly affected their studies, life, employment and career choice, and has a negative impact on their future long-term development (Khakpay & Khakpay 2020). In universities, students are exposed to more and more new things and face more contradictions and problems. However, the high expectations and pressures of society, families, schools and students themselves on students can easily lead to various psychological problems and psychological anxiety (Ding et al. 2020). College students’ psychology and emotion are more delicate and sensitive, so the probability of psychological anxiety is higher (Menear et al. 2020). Anxiety refers to a negative emotional state that occurs when human individuals encounter difficulties, setbacks or blows, including tension, anxiety, fear and anxiety caused by impaired self-esteem, loss of self-confidence, frustration and guilt (Sun et al. 2020).

Compared with adults, there is a certain gap between college students’ emotional mastery ability and control ability. Therefore, when facing various pressures in life, college students tend to have large emotional fluctuations, which affect their cognition and lead to problems in social function. In colleges and universities, senior students are more likely to have anxiety under pressure because they have to face problems such as life, study, internship and employment. Most college students have good mental health, but some college students suffer from different mental diseases and problems, such as sudden irritability and emotional instability. Decline of willpower and disappointment in life. Difficult social activities and tense interpersonal relationships, it is difficult to adapt to unfamiliar environment and people (Wang et al. 2020). IPE has the role and mission of guiding and cultivating students’ positive and healthy psychological state. Therefore, through reasonable and correct guidance of IPE, students can get rid of anxiety and face life actively (Brewer et al. 2020). However, the current IPE is not valued, and the backward teaching...
concept and low teaching quality are often ignored in the education system of universities (Twaude et al. 2020). Therefore, it is need to put forward strategies to improve it and conform to the trend of the times, to better guide college students, improve their psychological quality and alleviate their anxiety.

Positive psychology is a new psychological discipline called psychological revolution. The theory of positive psychology advocates an open and encouraging attitude towards the potential, motivation and emotion of individuals, so as to realize the transformation of individuals from negative psychological mode to positive psychological mode (Lord et al. 2020). There are three main viewpoints in the theory of positive psychology: positive emotional experience, positive personality characteristics and positive social environment (Fillenbaum et al. 2019). Positive psychology theory and IPE have a high degree of consistency: in education, positive psychology theory advocates positive educational ideas, and looks at students’ potential, motivation and ability with an encouraging, open and appreciative eye, so as to improve students’ enthusiasm in learning and life. Secondly, in terms of basic principles, positive psychology theory and IPE also have similarities: there are three similarities between positive psychology theory and IPE principles, namely, respecting students’ personality and potential, advocating that students’ theoretical knowledge and practical ability go hand in hand, and respecting students’ individual differences (Wongpakaran et al. 2019). According to the above contents, this study uses positive psychology to innovate the IPE model, and puts forward corresponding strategies: teachers treat students with a positive attitude to enhance the positive emotional experience in IPE. Face the students with a developmental vision and a positive attitude, and attach importance to the students’ positive personality in IPE. Actively communicate with students and their families to create a positive ideological and political education environment, including the classroom, campus and students’ families. From the perspective of positive psychology, this paper puts forward the ways and strategies to realize IPE reform, which can better educate college students and cultivate them to shape good morality.

SUBJECTS AND METHODS

Study setting

In a city, select a university as the research site. In this university, volunteers are recruited through campus network, official account and other channels to conduct experiments. After screening, 70 volunteer students were selected to conduct this experiment. Among the 70 students, 41 are male and 29 are female. They come from six different majors, including finance, financial management, English and computer. 70 students were divided into two groups by drawing lots, which were recorded as the group A and the group B. group B A, the path and strategy to realize IPE reform proposed by the research are adopted for teaching. For the group B, the traditional IPE method was used for teaching. After using different teaching paths for the same period of time, the scale tool is used to investigate the students’ mental health and psychological stress. Before the experiment, the basic data of all students are counted, as shown in Table 1.

<table>
<thead>
<tr>
<th>Grouping</th>
<th>Number</th>
<th>Height (m)</th>
<th>Weight (kg)</th>
<th>Age (year)</th>
<th>Gender (male / female)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>25</td>
<td>1.65±0.10</td>
<td>62.54±15.27</td>
<td>22±2.1</td>
<td>13/12</td>
</tr>
<tr>
<td>Group B</td>
<td>25</td>
<td>1.68±0.13</td>
<td>55.23±16.25</td>
<td>21.5±2.7</td>
<td>11/14</td>
</tr>
<tr>
<td>I</td>
<td>-</td>
<td>-</td>
<td>0.058</td>
<td>0.059</td>
<td>0.063</td>
</tr>
<tr>
<td>P</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Design

In order to study the effect of the proposed reform strategy and reform path on IPE reform, a university was selected as the research site in a city. In this university, volunteers are recruited through campus network, official account and other channels to conduct experiments. After screening, 70 volunteer students were selected to conduct this experiment. After using different teaching paths for the same period of time, the scale tool is used to investigate the students’ mental health and psychological stress. The anxiety symptoms of college students were tested and evaluated by using the Symptom Checklist 90 (SCL-90). Bech-rafalsldm Mania Rating Scale (BRMS) was used to test the mania status of college students. Among them, the college students’ anxiety test scale contains 20 items, which adopts the 4-level scoring method. The score can reflect the anxiety level of college students on this item. The scoring method of the college students’ anxiety test scale is shown in formula (1).

\[ F = S1 + S2 + \ldots + S20 \]  

In formula (1), \( S1 \) represents the score of items 1. The college students’ overall mental health examination scale includes many contents and involves a wide range of psychological problems. The overall mental health
status test scale for college students has 9 directions and 90 items. The scores of each item are 1-5 points. The size of the scores can reflect the anxiety level of college students in this item. The scores of each item of the overall mental health status test scale for college students are judged by the subjects themselves, and there is no hard and fast rule.

Table 2. SAS scores.

<table>
<thead>
<tr>
<th>Timing</th>
<th>Research group</th>
<th>Control group</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>35</td>
<td>35</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Before teaching</td>
<td>63.52±7.40</td>
<td>64.11±8.24</td>
<td>0.432</td>
<td>0.501</td>
</tr>
<tr>
<td>After teaching</td>
<td>42.85±2.84</td>
<td>62.33±8.10</td>
<td>6.875</td>
<td>0.000</td>
</tr>
<tr>
<td>t</td>
<td>7.013</td>
<td>0.652</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>P</td>
<td>0.000</td>
<td>0.438</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

In Table 2, before teaching, there is a small gap between the scores of SATS of the students who use the improved IPE teaching mode and the students who use the traditional IPE teaching mode, which are 63.52 ± 7.40 and 64.11 ± 8.24 respectively. After using different IPE teaching modes for a period of time, the scores of SATS of the students who used the improved IPE teaching mode decreased significantly, which was 42.85 ± 2.84. There was no significant difference in the evaluation of SATS of the students who used the traditional IPE teaching mode, which was 62.33 ± 8.10. It can be seen that after a period of teaching, the score of the anxiety test scale of the students in the group A is significantly lower than that of the students in the group B. Symptom checklist was used to evaluate the effect of two IPE teaching modes on the MHTS. The 9 directions in the overall mental health status measurement scale for college students, namely, the somatization score, obsessive mental symptoms score, interpersonal sensitivity, depression score, anxiety score, hostel score, terror score, paranoid score and psychological score, are recorded as 1-9 respectively. After teaching, the scores of the overall mental health status measurement scale for college students are shown in Figure 1.

In Figure 1, before teaching, there is a small gap between the scores of the overall mental health test scale of college students who use the improved IPE teaching mode and those who use the traditional IPE teaching mode. After using different IPE teaching modes for a period of time, the scores of the overall mental health status test scale of college students who used the improved IPE teaching mode decreased significantly. The MHTS scores of students who use the traditional IPE teaching mode have no significant change. It can be seen that after a period of teaching, the overall anxiety symptoms of the students in the group A have been significantly relieved, while the overall anxiety symptoms of the students in the group B have no significant change. The effects of different IPE teaching methods on manic psychology were evaluated by using the Beck lavanson manic scale, as shown in Table 3.

Table 3. The BRMS score

<table>
<thead>
<tr>
<th>Grouping</th>
<th>Quantity (example)</th>
<th>BRMS score</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Before treatment</td>
<td>After treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group A</td>
<td>25</td>
<td>18.42±2.05</td>
<td>7.02±1.95</td>
<td>7.196</td>
</tr>
<tr>
<td>Group B</td>
<td>25</td>
<td>18.73±2.48</td>
<td>17.25±3.04</td>
<td>0.135</td>
</tr>
<tr>
<td>t</td>
<td>-</td>
<td>0.018</td>
<td>7.163</td>
<td>-</td>
</tr>
<tr>
<td>P</td>
<td>-</td>
<td>0.844</td>
<td>0.000</td>
<td>-</td>
</tr>
</tbody>
</table>

In Table 3, before teaching and learning, the BRMS scores of the students who used the improved IPE teaching mode and the group B who used the traditional IPE teaching mode had a small gap, which were 18.42 ±...
2.05 and 18.73 ± 2.48 respectively. After using different IPE teaching modes for a period of time, the BRMS scores of the group A who used the improved IPE teaching mode decreased significantly, which was 7.02 ± 1.95. There was no significant difference in BRMS score between the group B and the pre teaching group, which was 17.25 ± 3.04. It can be seen that after a period of teaching, the mania of group a student was obviously relieved. There was no significant change in mania in group B.

**DISCUSSION**

Nowadays, the prevalence of psychological diseases such as anxiety and depression among college students is increasing year by year, which has greatly affected students’ study, life, employment and career choice, resulting in an increase in the frequency of psychological diseases such as employment anxiety, learning anxiety and social anxiety. Therefore, finding a way to alleviate students’ negative emotions has always been the concern of people from all walks of life (Kilincalp & Haji 2019). However, the current IPE has not been paid attention. The backward teaching concept and low teaching quality are often ignored in the education system of universities. There are three main defects. First, the teaching concept is relatively backward, and many universities’ IPE work is still limited to classroom teaching methods, which cannot be combined with the network. Second, the teaching means are relatively simple, and the teachers’ teaching methods and techniques are relatively traditional, that is, using multimedia courseware to show the relevant teaching focus, and then orally teaching the relevant theoretical knowledge according to the knowledge points. In addition, the IPE in universities is dominated by the large class system, the efficiency of students’ attending classes is low, and the teaching effect of ideological and political education courses is not obvious. Finally, the teaching content of ideological is limited. The teaching content of IPE has the characteristics of richness and timeliness, but the traditional IPE teaching method will limit the teaching content and ideas of teachers (Ohannesian et al. 2019). From the perspective of positive psychology, the research puts forward the ways and strategies to realize IPE education reform, so as to better educate college students and cultivate college students to shape good morality. Positive psychology is highly consistent with IPE. Such as the consistency of objectives and the similarity of principles. Based on the theory of positive psychology, it can significantly improve students’ positive the mania of group a student was obviously relieved. There was no significant change in mania in group emotions in the IPE process, cultivate students’ self-esteem, self-confidence and optimistic character, and explore students’ advantages and virtues (As et al. 2019). Based on the above, students’ mental health can be significantly improved and their negative emotions, such as anxiety and depression, can be alleviated (Szklany et al. 2019). Mania is a kind of common psychological disorder. Its main clinical manifestations are high mood, many volitional activities, emotional instability, etc. Severe mania can also lead to serious consequences such as depression and delusion (Keptner et al. 2019). The high incidence of mania is mainly young adults. The improvement of students’ psychological quality can alleviate students’ negative emotions, improve students’ self-control ability, and alleviate students’ mania. Under the guidance of positive psychology, the innovation and improvement of IPE teaching mode can effectively improve students’ psychological quality, strengthen students’ beliefs, and alleviate students’ mania. The experimental results show that before teaching, there is little difference in BRMS scores between the students who use the improved IPE teaching mode and the group B who use the traditional IPE teaching mode. After using different IPE teaching modes for a period of time, the BRMS scores of the students in the group A who used the improved IPE teaching mode decreased significantly. There was no significant difference in BRMS scores of group B students who used traditional IPE teaching mode compared with those before teaching. The results are consistent with the above.

**CONCLUSIONS**

At present, IPE is not valued by, and the teaching concept is backward and the teaching quality is low, which is often ignored. Therefore, from the perspective of positive psychology, this paper studies and puts forward the ways and strategies to realize IPE education reform. In a city, a university as the research site. In this university, volunteers are recruited through campus network, official account and other channels to conduct experiments. The results showed that before teaching, the BRMS scores of the group A and the group B were the same, and the difference was small. After teaching, the manic mood of the students in the group A was effectively relieved, while the manic mood of the students in the group B was less effective than that of the group A. The above results show that the improved IPE model can effectively alleviate students’ negative emotions, improve students’ mental health level, and cultivate college students to shape good morality.

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**Conflict of interest:** None to declare.

**Contribution of individual authors:**

Zhenyang Cai: conception and design of the manuscript and interpretation of data, literature searches and
analyses;
Xiaoqing Hu: clinical evaluations, manuscript preparation and writing the paper;
Dezhi Wang: made substantial contributions to conception and design, literature searches and analyses;
Jingsheng Li, Zhiping Jiang, Xianfeng Yi & Zhou Li: participated in revising the article and gave final approval of the version to be submitted.

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