

Discussion on the Ideological and Political Education for Poor College Students

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Abstract: At present, ideological and political education is significant for poor college students. The focus of funding for poor students has gradually transformed from providing economic support for them to ideological and spiritual help, which puts forward higher requirements on how to carry out ideological and political work. It also requires us to advance the work of ideological and moral education and put it in the most important position in the ideological and educational work for poor college students. Combined with the reality of poor college students, we will adhere to the idea of being student-oriented and endeavor to enhance the effectiveness, pertinence, and relevance of the work of ideological and political education. This paper analyzes the significance and problems of ideological and political education for poor college students and puts forward effective ways to solve the problems from the levels of ideology, cognition, and teaching staff.

Keywords: Ideological and political education; Poor college students; Mechanism improvement

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1. Introduction

Strong youths build a strong country, as the future of the country is in the hands of contemporary youth. For the future of the country, it is especially important for young people to have a healthy body and positive thinking. From a small point of view, whether the ideological and political education work can be carried out smoothly is related to the growth and development of young people; from a large point of view, whether the ideological and political education work can be carried out smoothly is related to the future development of China and carries the hope of the nation.

College students still need to be regulated by schools in terms of values and outlook on life, and they need scientific and systematic education and theoretical guidance to help them form good personalities and strong psychological qualities. At the same time, with the progress of the times and the vigorous development of education, the importance of higher education is becoming increasingly prominent. The enrollment scale of colleges and universities is gradually expanding as more individuals enter the university. Simultaneously, the number of poor college students has also increased, and the mental health counseling and ideological and

political education of poor college students has become a problem that cannot be ignored.

Although today's society has abolished the concept of "three, six, nine," the gap between the rich and the poor still exists. Most of the poor college students will inevitably have low self-esteem due to family problems, and there are also many psychological and learning difficulties. Under such circumstances, it is particularly important to conduct ideological education and mental health guidance for poor college students. Schools should always pay attention to the development of poor students, use scientific methods to guide them, and help them to improve themselves and their development. Poor college students are encouraged to face the problems and challenges encountered in study and life with a positive and uplifting attitude. At the same time, the implementation of ideological and political education for poor college students can also help them form a correct worldview, outlook on life, and values.

2. Problems in the ideological and political education of poor college students in schools

2.1. Backward ideological and political concepts

Due to the different family economic situations, poor college students generally face the problem of backward ideological concepts in school, which will hinder the development of ideological and political education in colleges and universities. Due to the economic problems of their families, poor college students find it difficult to get high-quality satisfaction in many aspects such as life, entertainment, and spirituality. They even encounter problems in basic life requirements including food, clothing, housing, and transport, which leads to them having to engage in various part-time jobs in order to make ends meet, so they are usually more sensitive and emotional. Due to economic problems, poor college students' vision is generally more limited. Some students are more inclined to enter government institutions with the establishment of work. However, the admission test for these units is very strict, with high requirements and a low acceptance rate, which leads to the formation of a vicious circle for these students, i.e., they engage in a lot of part-time jobs during the school years in order to survive, affecting the learning quality and reducing the chance to enter the desired unit after graduation.

At the same time, some poor students only have high academic achievement requirements, but neglect to understand the advanced ideas and concepts of learning, resulting in many ideological concepts that cannot keep pace with the development of the times and fail to be well integrated into the classmates^[1]. Some poor college students do not even know the religious belief policy of our country due to special geographical and national cultural reasons, and their political beliefs are confused. Poor students' traditional thinking caused by the above various reasons has largely affected and even reduced the quality of ideological and political education in colleges and universities.

2.2. Cognitive behavioral differences

Since 2015, the charge of the battle against poverty has been blown, and China is committed to eliminating poverty, improving people's livelihoods, gradually realizing shared prosperity, and achieving real poverty alleviation. Poor college students constitute a large group of poor people, the state has invested a lot of financial and material resources to help and support them. With regard to the employment difficulties of poor students, the state encourages poor students to study normally and increase extracurricular activities as appropriate. At the same time, the state has issued relevant certificates to realize the "precise employment" of poor students. This not only solves the problem of future livelihood of poor students and their families, but also contributes to the development of the country.

Compared to the social environment, schools are freer and more comfortable. Parents will also create a

comfortable and safe zone for their children to study with peace of mind. There are certain obstacles in the development of comprehensive quality of college students on a subtle level. For example, some poor college students have differentiated perception and behavior. Many college students indulge in the comfortable environment created by their families. They do not understand and share the pressure of life in the family, pay little attention to learning, and are even unwilling to study and struggle.

2.3. Low educational relevance hindering the development of students

With the development of the times, colleges and universities are also innovating the form of ideological and political work for college students, but much of this work is still superficial and there are still problems in the cognitive conceptual guidance of college students. The ideological and political work carried out by most colleges and universities in China adopts a unified teaching method and the same content is taught in the classroom. However, the growth environment, psychological quality, religious beliefs, etc., of college students in poverty-stricken areas are very different from those of ordinary college students^[2], they have relatively weak inner resistance to pressure and frustration, often mixed with hope, disappointment, inferiority complex, and other emotional feelings towards the country and society. Due to certain psychological problems, they will produce jealousy, hatred, and other radical ideas when they see other college students enjoying a colorful college life. Some university students also have ideological problems and a lack of ethical awareness. Therefore, the large-scale ideological and political education work under the layers of problems cannot meet the actual development needs of college students.

Based on the above reasons, when schools carry out ideological and political education, they should consider it from multiple perspectives to be more targeted for different groups. “For the overall development of society, it is an important content of ideological guidance to enable poor students to correctly understand the actual situation of their own poverty and not be ashamed of it^[3]. Schools should pay more attention to the education and guidance of poor college students in the development of ideological education, focus on the details of the educational needs of the university campus, and guide students to establish correct values and outlook on life.

2.4. Weak teachers and an unstable education team

In most colleges and universities, ideological and political education is not valued by the students or even the schools. Therefore, in most colleges and universities, the teaching team for ideological and political education is not composed of professional teachers but is formed on an ad hoc basis, and these teachers usually have to take on a number of courses. Such a team lacks professional background in ideological and political education and cannot provide professional counseling to students when they encounter problems. Moreover, since they are formed on an ad hoc basis, these teams are subject to high staff turnover and instability. At the same time, due to the school’s treatment, these non-professional teachers of ideological and political education usually bear a lot of psychological pressure and workload, and cannot devote themselves to the work of ideological and political education. Therefore, when they encounter problems that are difficult to solve, they will choose to “jump ship” to other schools, leading to the serious loss of ideological and political education personnel. Thus, the teacher team is extremely unstable, and the quality of education has become a major problem and hidden danger.

3. Effective ways to solve the problems in ideological and political education for poor college students

3.1. Learning to teach students according to their abilities and improving their ideological level

Affected by the regional environment, the thinking of students in various poverty-stricken areas is also very different, including regional differences and individual differences. When carrying out ideological and political education work, we should learn to teach according to the material, respect the differences that exist between them, and carry out educational work for different students that is suitable for them.

To ensure that each person is an independent individual, in the teaching of ideology and politics class, we should pay attention to the main position of poor college students and avoid directly instilling them with ideological and political theoretical knowledge, turning them into the “semi-finished products” in ideological and political education. Only when the main position of the students is guaranteed can we cultivate outstanding college students with all-round development that meet the needs of the country.

3.2. Promoting psychological adjustment and focusing on cognitive training

Integrating mental health education into the ideological and political education of poor college students has a high significance in education and teaching work, and it can help them know themselves, establish their ideals, and work hard. Influenced by the special growth environment, poor college students often face heavy learning tasks, employment pressure, poor family conditions, and other problems. If they fail to receive psychological counseling in time, the psychological problems will worsen and ultimately lead to irreversible consequences. Therefore, regular psychological counseling for poor college students is necessary, understanding and helping them to solve the problems they encounter in their study and life, and teaching them ways to regulate their emotions and effectively adjust their mindset when they encounter problems. In terms of curriculum arrangement, according to the actual needs of college students in poor areas, schools should offer corresponding mental health education courses or psychological knowledge lectures, and make good use of psychological committee members and theme class meetings to guide the students to understand the psychological knowledge, master the psychological adjustment methods, and prevent and solve psychological problems.

Firstly, it focuses on cultivating the sense of self-reliance and self-improvement among impoverished college students. We should encourage college students from poor areas to laugh at life, find their own life goals in college, plan the future development direction for themselves, and then devote themselves to learning life more efficiently. At the same time, colleges and universities should strengthen the psychological intervention for poor students and regularize the mental health education of poor students. Although poor students are economically disadvantaged and find it difficult to complete their university studies without external assistance, they are also a group with a high level of self-esteem^[4]. Psychological intervention allows poor students to feel the love of other students, and understand that they should be down-to-earth and work hard, and strive for success as soon as possible, so that the family can alleviate their burden and face the future of learning and living with a positive attitude.

Secondly, it enhances the psychological quality and mental ability of poor college students. Poor college students are encouraged to participate in social practice with a positive mindset, establish a positive outlook on life, values, and worldview, and face all kinds of challenges in life with gratitude in practical learning. College students already have relatively formed values, so the ideological work carried out for poor college students requires teachers to be more aware of the actual psychological quality and mental ability of college students. Teachers should also provide spiritual and economic assistance to poor students through diversified ways, so

that students can achieve the goal of obtaining tuition fees and living expenses with their own efforts, and strive to reduce the psychological burden of poverty on college students.

3.3. Emphasizing working methods and actively carrying out activities

For ideological and political education, it will not be possible to achieve the desired effect if only theoretical knowledge is taught to students. Therefore, effective teaching methods should be constantly explored and summarized in the education process.

First of all, we should discover the direction of education. As the ideological education class is aimed at poor college students, poor areas have their own special characteristics. One of our educational goals is to help students from poor areas to understand themselves correctly, and at the same time to let ordinary college students understand that they have different living habits, so that they can respect students from poor areas and live in harmony with them. In addition, the economy, culture, and transport of the remote areas where the poor students come from are relatively underdeveloped, so it is difficult for them to obtain new information. Therefore, under the influence of religion and regional habits, students from poor areas will have some regional characteristics in their thinking and character. In short, when carrying out ideological and political education, schools should take all aspects into consideration to strengthen the ideological education work and achieve better results.

Secondly, we should organize a variety of practical activities. Ideological and political educators should guide university students to participate in various practical activities through practical incentives, so that they can acquire knowledge, develop their skills, integrate into the society, and serve the people in vivid practices ^[5]. “Practice is the only standard for testing the truth.” At the same time, practice is an effective way to broaden horizons and improve skills. Therefore, colleges and universities should pay attention to the development of social practice activities for college students in poverty-stricken areas, and according to the situation of poor students, start from professional knowledge, social service, and work-study to actively explore and establish their combination with social practice activities. Subsequently, regarding the problem of backwardness of college students’ ideological concepts due to various objective reasons such as poverty, we should formulate corresponding practical teaching guidance work, increase the forms of practical activities that can improve students’ quality and ability while improving students’ material living conditions. Plus, we should devote ourselves to enhancing the poor college students’ ability to know themselves, and to achieve the purpose of motivating college students to overcome the difficulties and rise to the occasion.

For example, a dynamic file of poor students is established in order to grasp their state of mind, provide psychological warning in advance, and enhance the ability of poor students to withstand stress to avoid accidents; at the same time, a rich form of mental health education activities are carried out, such as holding a psychological film appreciation salon and organize activity of watching inspirational films. After the activities, students carry out the plot dissection or role-playing and other activities.

3.4. Focusing on team building and enhancing the power of teachers

The solution to the ideological and political education for poor college students cannot be separated from high-level faculty. The effectiveness of ideological and political work comes from the synergy of educating people, and the size of the synergy depends on the pattern ^[6]. Specific suggestions are as follows.

First of all, we need to strengthen the sharing of teachers among colleges and universities, and expand the scale of the teacher team. As the main body of colleges and universities, the number of teachers reflects the level of teachers in colleges and universities to a certain extent, and also has a certain impact on the teaching

quality of colleges and universities. In the face of the current situation of unfair distribution of teachers in colleges and universities in individual regions, this paper argues that we should strengthen the links between colleges and universities, promote cross-school exchanges of teachers, and establish a mechanism for helping excellent teachers with high teaching level to serve as visiting professors or academic exchanges to other schools, so as to achieve the sharing of teachers between colleges and universities.

Furthermore, we need to build a system of continuing education and training for teachers to improve the teaching level of colleges and universities. It is suggested that colleges and universities should improve the training mechanism for teachers in terms of ideological and political education, link the teacher's continuing education system with the teacher's title appraisal, salary, promotion and reappointment, bonus issuance, and appraisal of priorities, etc., and encourage the majority of young and middle-aged teachers to study for a higher level degree. It is also necessary to improve the relevant preferential policies to encourage them to pursue their studies and then return to work in the university. Teachers can also be selected to participate in various types of training courses for key teachers to enhance teaching quality.

Lastly, we should strengthen the institutionalization of title evaluation to improve teaching motivation. The proportion of titles at all levels within the human resources team and their interrelationships are the title structure of a unit, representing the total competence level of the teaching team. It is also to measure the level of teachers' performance and competence, reflecting the quality of teachers as an important indicator. Therefore, the school should formulate a certain standard to rationalize the structure of the teacher's title and promote school teaching in order to improve the enthusiasm of teachers and promote the harmonious development of civics teaching.

4. Conclusion

In conclusion, analysis and discussion showed that ideological and political education for poor college students is a challenge, but there are corresponding countermeasures. We should clarify the significance and find out the problems of ideological and political education for poor college students, and carry out targeted ideological and political education strategies with the help of policies^[7]. These strategies can not only help poor college students recognize the significance of their own development in the future, but also greatly improve the comprehensive quality of poor college students on the basis of a good public atmosphere, and encourage them to achieve excellent academic results and maintain good mental health, so as to cultivate more comprehensive development of composite talents for the development of China's society.

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The authors declare no conflict of interest.

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