

A Research on the Sense of Acquisition of Postgraduate Ideological and Political Theory

Yifeng Zhao¹, and Jun Ma^{2*}

¹ Ideological and political education, Postgraduate of The School of Marxism, Inner Mongolia University of Technology, 010051 Hohhot, China

² Professor of the School of Marxism, Inner Mongolia University of Technology, 010051 Hohhot, China

Abstract. At present, "enhancing the sense of acquisition of Ideological and political theory course for postgraduates" has become an inevitable requirement to realize the development of Ideological and political discipline, improve the quality of education and teaching, and implement the mission of moral education. The graduate students' sense of acquisition of Ideological and political courses is the result of a variety of factors, such as student demand, education supply and external environment. Therefore, by improving the satisfaction of postgraduates to the ideological and political course, enhancing the input of teaching elements and creating the external environment of Ideological and political course teaching, we can strengthen the theoretical and practical significance of education, guide students to adhere to the correct value orientation, and enhance the postgraduates' sense of acquisition of ideological and political course.

1 introduce

By combing the domestic literature, it is found that the research on the sense of acquisition of Ideological and political course mainly focuses on three aspects. The first is the definition of the concept. Some scholars believe that it is the subjective psychological perception formed after the curriculum meets the needs of students' knowledge and belief, and it is the sense of spiritual acquisition. [1] The second is the generation process. Some scholars believe that the formation of sense of acquisition can be divided into three stages: acquisition, mapping and action. [2] Finally, the specific method. Starting from the supply of curriculum content, scholars emphasize the unity of content truth and value. By combing the foreign literature, it is found that only civic education, happiness and other similar concepts. Walter C. Parker pointed out that civic education in the United States is political education, [3] is school education to help young people acquire and learn skills, knowledge and attitude, and ensure that they become capable and responsible citizens. As far as happiness is concerned, bean thinks that students' satisfaction is to find out how happy they are about their identity and how interested they are in learning university courses. [4]

* Corresponding author email: majun@imut.edu.cn.

To sum up, there are relatively few domestic and foreign studies on the connection between ideological and political courses and perceived acquisition, especially for graduate students' perceived acquisition of ideological and political courses. The innovation of this paper is to analyze the factors that affect the sense of gain in ideological and political courses from the perspective of graduate students, and find specific solutions to enrich the sense of gain in ideological and political courses of graduate students.

2 The theoretical basis of the sense of acquisition in ideological and political courses for postgraduates

Marx's theory of human science is the direct theoretical basis of graduate students' sense of acquisition in ideological and political courses. It is a human-centered scientific theoretical system formed on the basis of criticizing and absorbing the thoughts of Hegel, Feuerbach and others. In addition, other theories of Marx's criticism and innovation also provide a theoretical basis for the study of the sense of acquisition in ideological and political courses.

2.1 Marxist Human Theory

Marxist theory of human science includes the theory of "human nature", "human needs" and "human's free and comprehensive development". "The sense of gain" needs to be recognized by the society. Marx pointed out that "the essence of man is the total of all social relations. The "society" serves as a motivator. Through learning, I can have a deep understanding of my responsibility and responsibility, and have a strong sense of mission, which is a kind of positive motivation. The "sense of gain" also needs to satisfy its own needs. "In the real world, individuals have many needs... Necessity is their nature. [5] In Marx's view, human needs are diverse, which can be divided into natural needs and social needs according to their attributes, as well as survival needs and development needs according to their levels. As the most important part of education, graduate students' sense of achievement will be stronger when their practical needs are met. "The free development of each is the condition for the free development of all." To achieve this goal, the key is to make graduate students' demands consistent with teachers' teaching objectives and teaching influence.

2.2 Marxist theory of supply and demand

The theory of supply and demand of Marxism includes the relationship between supply and demand, effective supply and demand, and the influence of supply and demand. There is a dialectical relationship between supply and demand. This paper combines the supply and demand theory of economics with ideological and political courses to analyze the generation of "sense of acquisition". From the perspective of supply side, it emphasizes that educators need to provide practical teaching content, so that educatees will have a sense of satisfaction after harvest. From the perspective of demand side, it is emphasized that the educatees can produce pleasure when the teaching content is consistent with the objective supply through the active choice of teaching content. Postgraduates' sense of acquisition of ideological and political courses refers to their happy psychological feelings when their practical needs are met in the process of receiving education. Therefore, it is of great significance to effectively enhance the sense of gain of ideological and political courses for graduate students to train high-level innovative talents with both political integrity and ability and to consolidate the guiding position of Marxism in the field of ideology.

2.3 Marxist environmental theory

The relationship between "environment" and "human" in Marxist environmental theory is dialectical unity. This paper mainly emphasizes the influence of environment on human "Ideas are nothing more than material things that have been transferred into people's minds and transformed in people's minds." [6] According to the dialectical materialism of Marxism, material determines consciousness, and material is primary. As a kind of subjective consciousness, concept is closely related to the objective environment. Therefore, the social environment plays an important role in people's development, that is, the external complex environment will affect the generation of graduate students' sense of acquisition to a certain extent. We should have a deep understanding of the thought about the role of environment in Marxist environmental theory, attach great importance to the important role of Ideological and political course in the formation of graduate students' Ideological and moral quality, and optimize the external environment in practice, so as to achieve the purpose of enhancing graduate students' sense of acquisition of Ideological and political course.

3 The factors influencing the sense of gain in the ideological and political courses of graduate students

The word "sense of gain" has become an important indicator to measure the teaching quality of ideological and political courses. According to the literature review, it is found that there are many reasons for the low sense of gain in courses. This paper mainly grasps the formation and development process of sense of acquisition under the joint action of three factors.

3.1 Students' demand factors

Ideological and political course has an important influence on the generation of Postgraduates' sense of acquisition. The first is the actual needs and expectations of graduate students. Need is the original motivation and effective incentive of human activities. When the content and spirit of the course meet the actual needs, it will generate a positive emotion, namely the sense of acquisition. But at present, the content of Ideological and political course is not in line with the needs of graduate students' growth, and graduate students lack the motivation to participate in the construction of Ideological and political course and transform the theoretical knowledge into practice. The second is the ideological identity and acceptance of postgraduates. Postgraduate education is a high-level quality education. The recognition of Ideological and political course means that through theoretical study and practical activities, the concept of recognition is gradually formed in the mind, and finally the sense of acquisition is generated. But at present, the ideological identity and acceptance of graduate students is not high. Under the influence of the class teaching system, the indoctrination education means and the constancy and invariance of the education content, the graduate students are in a dominant position and can only rely on and obey passively. Under the background of traditional education, it seriously hinders the generation of sense of acquisition.

3.2 Educational supply factors

The content and quality of education supply will affect graduate students' sense of acquisition. The first is the effective supply of Ideological and political course content.

When the teaching content as an input factor meets the requirements of the times, the content is reasonable, the structure is complete, and conforms to the actual needs and expectations of graduate students, this is the effective supply. On the contrary, the curriculum of some domestic schools fails to reflect the dynamic development of disciplines, lacks the integration of disciplines, and has low content update rate and high repetition rate. The second is the reasonable use of teaching methods. On the one hand, we should innovate the teaching design, optimize the teaching content, and at the same time, we should fully absorb the positive elements in the educational environment to maximize the effective supply of education. On the other hand, we should give full play to the charm of personality and guide graduate students to consciously obtain the education supply they need. However, there are still some problems, such as teachers' lack of knowledge reserve, to properly choose teaching methods for classroom design, lack of focus in educational supply, and failure to arouse the resonance of graduate students.

3.3 External environmental factors

The first is the interpersonal relationship environment. Interpersonal relationship includes teacher-student relationship, classmate relationship. In the long-term communication with family, friends and teachers, the formation of postgraduates' thoughts and choices of behaviors are often influenced subtly, which forms an environmental orientation. At the present stage, we should attach importance to the role of teachers and classmates, guide the graduate students to learn a variety of theoretical knowledge, cultivate their thinking ability, and enhance the sense of experience. But how to keep your mind clear and not lose yourself is key. The second is the influence of campus cultural environment. Campus, as the main site for the collection and dissemination of ideology and culture, is the premise of enhancing the sense of acquisition of ideological and political courses for postgraduates. The campus contains many outstanding values. Through different forms of activities, ideological and political education content is integrated into the campus cultural environment, into the daily study and life of graduate students, and combined with specific practice, which greatly stimulates and drives the enthusiasm for learning. However, there are many bad customs in the campus culture environment. How to identify and choose correctly is the key.

4 Educational methods to enhance Postgraduates' sense of acquisition in Ideological and Political Education

Scientific selection and effective use of teaching methods to enhance graduate students' sense of achievement is the goal of carrying out ideological and political education. In China, the research methods of the defects in the curriculum, trying to use for reference the experience of curriculum at Colorado state university education research method, research methods of postgraduate courses in China put forward concrete Suggestions, [7] such as increasing course of gradation, attaches great importance to the students of the existing foundation, increase the elective courses and curriculum implementation practical education research method. Based on this, this paper mainly grasps the specific methods to improve the sense of acquisition from the aspects of students themselves, the input of teaching elements, and the external environment, to provide a practical platform for the study of the sense of acquisition.

4.1 Improve the satisfaction of teaching ideological and political courses for graduate students

As the subjective cognition of students, sense of acquisition cannot be generated without the participation of the subjects. Firstly, we must ensure that the teaching content is in line with the practical needs of graduate students. Enhance the sense of The Times in educational content, so that the theory is no longer empty generalization. We should focus on hot social issues, make educational content more realistic and persuasive, and keep pace with The Times and close to reality. By combining theory with practice, enhancing the subjective feelings of graduate students is conducive to mobilizing the learning enthusiasm and strengthening the awareness of learning feedback. Secondly, it is necessary to enhance the graduate students' acceptance of ideological and political courses. A large amount of funds and personnel should be invested to support the development of practical research activities and enhance the awareness of reality so that graduate students can feel the importance of ideological and political courses. At the same time, it is necessary to reduce the one-way instilling, adopt a new mode of two-way interaction, change the status quo of "teachers speak and students listen", mobilize the enthusiasm of learning to produce satisfaction.

4.2 Strengthen the input of all elements of ideological and political teaching

Teaching elements include the object of education, content, evaluation methods and so on. Firstly, the school should optimize the content of ideological and political courses and improve the evaluation and assessment methods. In addition to learning basic theoretical knowledge, it is also necessary to understand the fields of economics, philosophy and other disciplines, and expand the content to attract extensive participation of graduate students. The evaluation method can focus the attention on the sense of gain. The school should adopt the method of combining evaluation and give consideration to the graduate students' mastery of theory and practical performance. In the assessment, we should pay attention to the division of stages, so that the assessment standards can meet the realistic requirements of graduate students, and improve the affinity. Secondly, teachers should make reasonable use of teaching methods to promote the realization of educational interaction. Teachers should give full play to the personality charm, expand the depth of theory and make the teaching content close to life; Reasonable use of teaching methods, such as the introduction of multimedia teaching methods, some courses are offered in various forms such as elective courses, online courses, so that graduate students can choose independently, so as not to waste educational resources. Finally, graduate students should enhance their consciousness, and strive to participate in teaching activities to become the leading role in the class, so that teachers' supply and students' demand fit together to achieve the best interactive effect.

4.3 Create a good external environment for ideological and political teaching

As a key stage of personal orientation, the growth of graduate students is always affected by the external environment. First of all, we should strengthen the positive guidance of teachers and peers. In the growth stage, the level of political quality can reflect the moral concepts of teachers and peers, so teachers should pay more attention to the study life and psychological problems of graduate students, and correct wrong ideas in time when communicating. Students and friends should be more concerned about and alleviate learning pressure, to prevent the generation of depression. Secondly, the campus cultural environment should be optimized. Increase library convenient at the same time improve the classification of books borrowing, also can through the newspaper and the campus

broadcast propaganda in the form of a master graduate student the right direction of ideology, or through a variety of activities, and other forms of entertainment and let the idea of the classroom is no longer boring, but really in life and learning all aspects, in virtually strengthen cultural edification and infection, Enhance graduate students' sense of gain in ideological and political courses.

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