

LETTER TO THE EDITOR

Reform of Ideological Education in Universities based on Ecological Science Theory

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Using the learning process questionnaire and the NSSE-China scale compiled by Biggs, through two stage sampling (stratified sampling, convenient sampling), a questionnaire survey is conducted on 700 university students in 7 universities in the capital to explore the causal relationship between different types of learning motivation and learning behavior. The results show that there is a negative causal relationship between the surface type learning motivation and the learning behavior of ideological and political education in the reform of ideological and political education in universities, and there is a positive causal relationship between the deep type and the achievement type learning motivation. Among the three kinds of learning motivation, deep learning motivation has the greatest impact on the learning behavior of ideological and political education. Strengthening the deep learning motivation is beneficial to the reform of ideological and political education in universities.

I Introduction

Larisa A. Apanasyuk, Tatiana B. Lisitzina, Chulpan S. Zakirova, Natalia V. Baranova, Gulnaz F. Nizamutdinova, Julia V. Torkunova, Vladimir I. Kurdyumov, Stanislav I. Buslaev published “Factors and Conditions of Student Environmental Culture Forming in the System of Ecological Education” on Issue: 107, Pages: 191-198, Article No: e107075, Year: 2019, in the article, The formation of a new worldview and ecological culture of both each individual and the human community as a whole, which can be carried out most effectively in the process of environmental education, becomes relevant. The main factors of increasing the effectiveness of ecological culture formation at the cognitive, reflexive-value and activity-based levels of environmental education are identified. The main conditions for the effectiveness of environmental culture formation are the increasing of environmental education importance and the dynamic interaction of its subjects.

It can be seen that most of the research is mainly about the present situation and problems of ideological and political education. Through the research and analysis of the learning motivation of the university students' moral education curriculum, it has a certain practical significance for the exploration and solution of the difficulties and problems in the present ideological and political education in universities. Geng (2011) examined the grades and gender differences of university students' unhealthy learning behavior, and found that the empirical research on ideological and political education is very limited. On the other hand, the theory of psychology and management is relatively mature for learning motivation and learning behavior, but it has not been fully applied in the field of ideological and political education. Then, “How does the learning effect of ideological and political education”, “How to study

the effect of ideological and political education”, and “What is the relationship between ideological and political learning motivation and learning behavior” have become the focus of this study (Jin 2014).

II Research Scheme Design

According to the corresponding items of superficial motivation, achievement motivation and deep motivation, the average score of the superficial motivation, the deep motivation and the achievement motivation of each answer sample are obtained, and the three explanatory variables are x_1 , x_2 and x_3 . Similarly, the average score of learning behavior and extracurricular learning behavior in ideological and political education class is calculated as y_1 and y_2 respectively. On the control variable, the two variable, such as gender, its code is not changed: the school type (s) generates two dummy variables (the number of dummy variables = the number of variables - 1): 985 universities (s_1), 211 universities (s_2), respectively, 1 and 0 are belonging to and not belonging to.

III Results

In order to explore the relationship between the motivation of thinking training in ideological and political education and the learning behavior of ideological and political education, we regard the superficial motivation, the deep motivation and the achievement motivation as the explanatory variables, gender (g), discipline (t), and the political outlook (p). University types (s_1, s_2), parental education (e) and teacher evaluation (a) are as control variables, in-class learning behavior and extracurricular learning behavior are as the dependent variables, and three regression equations are established for each dependent variable: the first equation only incorporates the control variables; the second equation only includes the explanatory variables; and the third equations incorporates both explanatory variables and control variables. The regression results of the model are as follows. Table 1, 2 and 3 are the results of extracurricular learning behavior plus regression equation (Chen 2000).

Table 1. Establishing Regression Equation for Extracurricular Learning Behavior of Ideological and Political Education

		Normalization coefficient β	T	VIF
Explanatory variable	Surface type motive			
	Deep motivation			
	Achievement motivation			
control variable	Sex	-0.078	-1.789	1.044
	Arts and Science	-0.080	-1.828	1.058
	Types of colleges and Universities	-0.112	-2.382*	1.224
	Types of colleges and Universities	-0.007	-0.138	1.255
	Political outlook	0.092	2.107*	1.053
	Parental education	0.057	1.313	1.043
	Evaluation of Teachers	0.254	5.963*	1.010
Constant term		1.381	9.019*	
General index of equation	R^2	0.078		
	F	7.205*		

Table 2. Establishing Regression Equation for Extracurricular Learning Behavior of Ideological and Political Education

		Normalization coefficient β	T	VIF
Explanatory variable	Surface type motive	-0.120	-3.162*	1.107
	Deep motivation	0.418	9.646*	1.444
	Achievement motivation	0.219	4.858*	1.570
control variable	Sex			
	Arts and Science			
	Types of colleges and Universities			
	Types of colleges and Universities			
	Political outlook			
	Parental education			
	Evaluation of Teachers			
Constant term		0.773	5.710*	
General index of equation	R_a^2	0.250		
	F	80.931*		

Table 3. Establishing Regression Equation for Extracurricular Learning Behavior of Ideological and Political Education

		Normalization coefficient β	T	VIF
Explanatory variable	Surface type motive	-0.121	-3.080*	1.167
	Deep motivation	0.393	8.581*	1.584
	Achievement motivation	0.211	4.594*	1.590
control variable	Sex	-0.091	-2.408*	1.078
	Arts and Science	-0.046	-1.228	1.069
	Types of colleges and Universities	-0.096	-2.369*	1.239
	Types of colleges and Universities	0.043	1.044	1.266
	Political outlook	0.021	0.567	1.073
	Parental education	0.052	1.403	1.046
	Evaluation of Teachers	0.094	2.362*	1.186
Constant term		0.653	3.863*	
General index of equation	R_a^2	0.311		
	F	25.552		

Note: * results indicated significant test ($P < 0.05$).

A comprehensive analysis of the results in the above table shows that in a model with only control variables, $R^2 = 0.036$ ($R^2 = 0.078$); when incorporating the independent variable into the model, R^2 significantly increases (0.430/0.311). And the equations in the model are tested by F test. The coefficients of the explanatory variables are verified by T test. The fitting degree of the equation is better. In the case of multiple collinearity, the VIF values of each variable are very close to 1, and the multiple collinearity of the equation is weak (Chi et al. 2006).

By observing the results of the control variables, we found that in the influence on the learning behavior in the class, the two variables of “Arts and science” and “School type” in the 211 universities are tested by the significance.

Bright et al. analyzes the psychological theoretical value of cognitive neuroscience. In the influence of extracurricular learning behavior, the three variables of “Gender”, “School type” and “Evaluation of teachers” are tested by significance (Li et al. 2010).

IV Conclusion

From the point of view of learning motivation and behavior, the influence of the three learning motives on the learning behavior of ideological and political education is different. The surface type of motivation weakens the learning behavior and the extracurricular learning behavior in the ideological and political education course. The students will not take the initiative to participate in the classroom thinking or discussion (Heng 2010). The classroom homework takes a more negative attitude, and the time spent on the ideological and political education is generally maintained at a lower level. Deep motivation and achievement type of motivation strengthen ideological and political learning behavior, these two learning motivation will make students more serious in ideological and political learning, spend more time and energy, take more positive behavior and have positive influence. In terms of the influence degree of learning motivation on learning behavior, the influence degree of deep motivation, achievement motivation and surface type motivation on ideological and political learning behavior is decreased in turn. Interest is the best teacher. Deep dynamic opportunities make students really interested in the curriculum and activities of ideological and political education. They are willing to learn, instead of learning or participating in activities out of the pressure of external reasons. Compared with the other two kinds of learning motivation, the influence of the learning behavior on the ideological and political education is also greater and more obvious, and students are more likely to adopt a positive ideological and political education and learning behavior (Zhang et al. 2001).

Therefore, in the process of ideological and political education, it is important to improve the construction of campus culture, create attractive classes, and innovate the form of ideological and political education. But we should pay more attention to the students' subjective learning mentality and improve the learning effect of ideological and political education. Students are the main body who need to participate in teaching and understand ideological and political education, and also need to give feedback to ideological and political education. Many students have a prejudice to the ideological and political education, and think that the ideological and political education has no practical significance and has a conflict of mind. This psychology is now to be overcome by university students in the course of learning and thinking. When the form and content are rich enough and the teacher's teaching is vivid enough, it pays more attention to the students' psychological construction, encourages the students to actively participate in the ideological and political activities held in the school, and actively cooperates with the teachers' guidance to the students in and out of the class. In this way, they can find their own interests in the study of ideological and political education and cultivate deep motivation, to be a deep learner.

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