

LETTER TO THE EDITOR

The Role of Introduction to Ecological Science in Ideological and Political Education in Universities

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The methods of ideological and political education in traditional universities are mostly used in the way of classroom explanation, individual conversation, discussion and discussion, etc., which are limited by time, place and number, and the effect is poor. This paper analyzes the introduction and necessity of behavior based on the perspective of Ecological science, and constructs the introduction of Ecological principle to ideological and political education in universities. The experimental results show that the methods applied to ideological and political education in universities can achieve better results. The scores of the students of different gender in the ideological and political education evaluation index are 77.01 points and 84.10 points; the scores of students in different grades were 80.76 points, 79.61 points, 79.72 points and 82.62 points; and the scores of different majors in the evaluation index of Ideological and political education were 78.06 points and 86.35 points.

I Introduction

Fada Wu, Shaocui Guo, Xu Yang, Yijun Chen published "A Dynamic Information Recommendation Method Based on Trust Relationship in Open Education Environment" on Issue: 107, Pages: 2353-2360, Article No: e107264, Year: 2019, in the article, the method based on trust dynamic recommendation proposed in this paper has better performance. It has received good results in the dynamic recommendation of information applied to the construction of open education distance education base.

The traditional ideological and political education in universities mostly adopts the way of classroom explanation, individual conversation, and discussion (Vindhholmen et al. 2016). This channel is often targeted, because its scope is limited and its feedback is timelier. But there are still many drawbacks. First of all, face-to-face communication is often restricted by time and place, and the appropriate time and place tend to be more effective. Second, a face to face communication, its impact is only a specific number of people, and its duration is shorter, once separated from the atmosphere, the infection of the students greatly reduced, easily lead to the "theater effect" (Abdollahnejad et al. 2015). If we want to achieve the effect of continuing ideological and political education, we need to repeat the education many times. Therefore, this multi time and time-consuming education method is not suitable for the current ideological and political education in universities.

The exploration of the relationship between heart-brain-behavior is the main task of neuroscience (Agarwal and Dutta 2015) Therefore, this paper applies the introduction of behavioral Ecological science to ideological and political education in universities, constructs a transformation model of ideological and political education in

universities under the introduction of behavioral Ecological science and takes a university student as the experimental object to demonstrate the role of the introduction of behavioral Ecological science in the ideological and political education of university (Jin 2014). At present, some universities in China do not pay enough attention to the ideological and political education of university students (Olson 2015).

II Perspective

According to the interpretation of neuroscience (Parris et al. 2015), there are cognitive processes, emotional processes, controlled processes and unconscious processes in human nervous system behavior, which are controlled and influenced by controlled processes and unconscious processes when dealing with external information (Rebholz et al. 2012). Therefore, in this paper, when investigating the situation of ideological and political education, also focuses on the selection of the corresponding evaluation indicators from these four aspects, and through the form of judging the corresponding problems, mastering the actual situation and ideas of the students in this respect. Ecological cognitive nervous system is the result of the interaction of various activity processes of the nervous system, which constitute the four quadrants of the functional characteristics of the nervous system, as shown in Figure1.

	cognitive process	Emotional process
controlled process	Cognitive controlled	Emotionally controlled
Unconscious process	Cognitive unconsciousness	Emotional unconsciousness

Fig1. The characteristic quadrant of the multiple activity process of the nervous system

This survey adopts the basic form of questionnaire survey, taking the students of a provincial economic university as the object of investigation, taking random distribution on the issue of the questionnaire, and the selection of the sample is the method of multi stage random sampling.

Through the statistics and analysis of the relevant data on the ideological and political education of boys and girls in universities. When the traditional ideological and political education method is adopted, the scores of the students of different genders in the four indicators of ideological and political education are improved, with a total score of 62 points and 68.38 points. Using this method, students of different genders scored higher on the four evaluation indexes of ideological and political education, with the total score of 77.01 and 84.10 respectively. And there were no significant differences between the scores of Ecological science emotional behavior scores and neuroscience cognitive behaviors in different genders, and there were significant differences in the score of controlled behavior in Ecological science and the score of neuroscience unconscious behavior. The four grade method is used in the grade group, that is, to investigate and analyze the student data of 2013, 2014, 2015 and 2016. When the traditional ideological and political education method was adopted, the scores of ideological and political education in different grades were improved, and the total scores of students from grade 2013 to grade 2016 were 64.47, 63.04, 63.20 and 66.07, respectively. With this method, the ideological and political education of university students in different grades has a higher score. The total scores of students from grade 2013 to grade 2016 are 80.76, 79.61, 79.72 and 82.62, respectively. The analysis of effective ideological and political education for university students of different

majors is mainly based on the analysis of the relevant data from four evaluation indicators, and the final results of the analysis are shown in Table 1.

Table 1 Empirical analysis of differences in methods of ideological and political education in different universities (Major)

Category	Do not carry out ideological and political education in Universities		The methods of Ideological and political education in traditional universities		This paper method	
	Grouping	Average value	Grouping	Average value	Grouping	Average value
Emotional behavior score/branch	Polytechnic	9.93	Polytechnic	13.58	Polytechnic	18.69
	literature and history	11.24	literature and history	14.73	literature and history	19.93
Cognitive behavior score/branch	Polytechnic	8.68	Polytechnic	15.64	Polytechnic	19.31
	literature and history	11.02	literature and history	17.52	literature and history	22.04
Controlled behavior score/branch	Polytechnic	11.33	Polytechnic	16.39	Polytechnic	20.21
	literature and history	13.86	literature and history	19.02	literature and history	22.02
Unconscious behavior score/branch	Polytechnic	10.94	Polytechnic	15.93	Polytechnic	19.85
	literature and history	12.37	literature and history	18.21	literature and history	22.36
Total score/branch	Polytechnic	40.88	Polytechnic	61.54	Polytechnic	78.06
	literature and history	48.49	literature and history	69.48	literature and history	86.35

From the data shown in Table 1, it can be seen that in the absence of ideological and political education in universities, the scores of the students of different majors on the evaluation index of ideological and political education are lower, and the total scores of the students of science and technology and the students of the class of literature and history are 40.88 and 48.49, respectively, compared with the students of science and technology, the overall quality of the students of culture and history are very high in the aspects of emotion, cognition, controlled and unconscious behavior of Ecological science, which is closely related to the thoughts of the teachers in the course of teaching. The behavioral Ecological science thoughts and values transmitted by school teachers in the teaching process also have great influence on the ideological and political education of university students. Through the further analysis of the relevant data, it adopt professional grouping and teachers infiltrate the concept of behavioral Ecological science education in ideological and political teaching, the results are described in Table 2.

Table 2 Intersection of behavioral Ecological science education in subject grouping and teaching

	Ideological and political education based on behavioral Ecological science				Total
	Quite a lot	More	Very seldom	Hardly any	

literature and history/individual	137	462	118	27	744
Proportion/%	18.41%	62.10%	15.86%	3.63%	100%
Polytechnic /individual	17	42	73	24	156
Proportion/%	10.90%	26.92%	46.79%	15.38%	100%
Total /individual	154	504	191	51	900

Through assigning the related problems, the scores are tested independently, $t=2.849$, $p=0.005$. Thus, we can see that there is a statistical meaning ($p<0.005$) for the difference between the majors. In the course of Ideological and political teaching, teachers can instill more behavioral Ecological science education ideas to students and improve the quality of ideological and political education.

III Personal View

This study applies the introduction of behavioral Eco-cognitive perspective to ideological and political education in universities, and constructs a model of the transformation of the introduction of behavioral Eco-cognitive perspective to ideological and political education in universities, which is from three aspects of the gender, grade and the major. Through the analysis of the experimental results, we know that:

First, from the gender perspective, the ideological and political education method based on the introduction of behavioral Eco-cognitive perspective is better than the traditional method, and there are obvious differences in the score of controlled behavior of Eco-cognitive perspective and the score of the unconscious behavior of Eco-cognitive perspective. The reason is that the prefrontal lobe and occipital lobe of female students are more developed and faster than male students. The function of the prefrontal cortex is to regulate emotion, and the function of occipital lobe is to receive and process sensory information. This means female students under adolescence are naturally superior to male students in their controlled behavior and unconscious behavior.

Secondly, from the grade aspect, the ideological and political education method based on the introduction of behavioral Eco-cognitive perspective is superior to the traditional method, and the total score of the grades 2013 and 2016 students' ideological and political education evaluation index is higher than that of grade 2014 and 2015. The reason is that the 2013 grade students have just entered the university, there is a situation of the environment is not suitable, and the 2016 grade students are with the increase in external practice and the increase in contact with the society and the pressure of graduation encouragement, subjectively they have self-control on their own behavior; grades 2014 and 2015 students have adapted to the "release" in universities. There is no pressure to graduate, and it is subjective to indulge in thinking.

Thirdly, compared with the majors, the ideological and political education method based on the introduction of behavioral Eco-cognitive perspective is superior to the traditional method, and the students of history and literature are due to the students of science and technology. The reason for this is that the development of the left and right brain is unbalanced in the process of brain development. Scientific research has proved that the left brain has the functions of language, concept, numerals, analysis and logical reasoning, and the right brain has the functions of music, painting, space geometry, imagination and synthesis, that is, the people with the developed left brain are suitable for the science of science and technology. The emotional adjustment ability of the students of literature and history is better than that of the left brain of the students in science and technology. Therefore, the overall quality of the students of literature and history in the aspects of emotional, cognitive, controlled and unconscious behavior of Eco-cognitive perspective is higher.

IV Conclusion

Through the experimental analysis, the total score of university students with different gender in four ideological and political education evaluation indexes is 77.01 and 84.10, which is higher than the total score of the total score of 39.55 and 46.42 points before the education and the cores of 62 and 68.38 points with traditional ideological and political education methods; the total score of the students in different grades in four ideological and political education evaluation indexes is 80.76, 79.61, 79.72 and 82.62, while the total score before the ideological and political education is lower than 50. The total score of the ideological and political education in traditional universities is 64.47, 63.04, 63.20 and 66.07 points, respectively; the total score of the students of different majors on the evaluation index of four ideological and political education are 78.06 and 86.35, which is higher than the total score of 40.88 and 48.49 before the education and the total score of 61.54 and 69.48 with the traditional ideological and political education methods. The experimental results show that using this method to carry out effective ideological and political education can effectively improve students' ideological and political concept.

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