

Study on Crisis and Countermeasure of College Student Example Identity

--Perspective Based on Theory of Psychological Process

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Abstract: As for the college student example, there emerges the phenomena of learning traditional example intangibly, inadequate motivation for imitating the examples around and frequently teasing the examples, for which the reason is mainly for thought corrosion of historical nihilism tide, belief decomposition of postmodernism culture, ideal shock of example figure's negative behavior and realistic influence of inadequate example education mechanism. By beginning with psychological acceptance and identity, it is useful attempt to build countermeasure based on dynamic process through analysis on dynamic process of college student example identity based on theory of psychological process to reduce the crisis in college student example identity.

Keywords: example identity; identity crisis; dynamic process

1. Introduction

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things gradually, bringing about remarkable crisis to college student example identity.

2. Specific Representations of College Student Example Identity

First, confirm that you have the correct template for your paper size. This template has been tailored for output on the A4 paper size. If you are using US letter-sized paper, please close this file and download the file for "MSW US ltr format". College student example identity crisis indicates there is psychological lack of understanding, acceptance and approval of the example for the college students, mainly represented by the following three points.

2.1. Learning traditional example intangibly

Example education is the important method for ideological and political education. The universities hold diversified traditional example learning activities by seizing fabulous opportunities such as Lei Feng Memorial Day and martyr memorial day every year. According to the author's sampling survey into 300 students of Southwest Petroleum University, it's found that they will organize or participate in traditional example learning activity for more than once every year. When asked about their understanding of deeds and spirit of the example figure, only 46% of students could give firm reply. However, with regard to the question "what is your motivation for participating in example learning activity", 25% of students choose "organized by related students or required by the teacher", 48% choose "obtaining comprehensive quality evaluation score through participating in it" and

only 12% choose “know and learn about advanced deeds of the example”. It thus could be found that nearly all students participate in propaganda and learning activity of traditional examples. However, the passive and utility inclination of college students to learn traditional examples is serious. Due to the lack of learning behavior based on identification in inner heart, the virtualization of college student example learning activity is aggravated. However, such virtualization further distorted the college students’ learning motivation. In spite of form for traditional example learning, there is lack of identification in inner heart^[1].

2.2. Inadequate motivation for imitating the examples around

The examples around are the realistic typical in college students’ study life, including their classmates, schoolmates and teachers, etc. Many scholars propose that the examples around are close to the college students, having similar characteristics with the college students. They could easily enable college students to have identification in inner heart. However, according to the survey result, it manifests that the scope of the college students’ identification of the examples around is not large. When asked about “identifying the examples around”, the students choosing “identifying all”, “identifying some”, “identifying several” and “not identifying all” account for 11%, 54%, 31% and 4% respectively. Due to the inadequate identification, college students don’t imitate the examples around enough. As for the question “will you imitate the behavior of the examples around”, only 12% of students give firm answers, the reason for which is that 22% of students choose “not know about the specific deeds of the example”, 35% “the deeds of the example are not advanced enough”, 43% “the deeds of the example are not greatly associated with themselves”. It then could be found that the influence of the examples around college students are not desirable at all. The college students don’t intense motivation for imitating the examples around. Further, there are few willing to imitate the examples around.

2.3. Frequently teasing the examples

In recent years, there have been common events about teasing the examples, like “collections of pictures describing Du Pu is busy”, “innocent girl Hua Mulan” shaped by certain reality show, “the Confucius eats rice glue balls” and “spokesperson of health care products Lei Feng”. At the era of popular network culture, people begin consuming cultural celebrities and example figures without baseline. Undoubtedly as a kind of disguised entertainment, such practice of teasing the examples doesn’t show respect on example figure and further neglects and damages the value contained by the example figure. The behavior of teasing the examples also stains

the real image of the example and brings about influences on people’s cognition and identification of the example. To be mentionable, many college students also indirectly or directly participate in behavior of teasing the examples, turning out to be the supporters and boosters.

3. Cause Analysis on College Student Example Identification Crisis

Due to the economic and social structure adjustment at the social transformation period, there are various new problems and normal states occurring to the social development and phenomenon. In the meantime, news things are also brought. Openness, compatibility and high receptivity are main characteristics of the college students. Therefore, they are the first acceptors and carriers of new things. Therefore, the examples among college student group also suffer from remarkable influences of college student group’s characteristics and new things & situations, thus the current identification crisis is caused.

3.1. Thought corrosion of historical nihilism thought tide

Historical nihilism thought tide comes into being as “academic research”. “theoretical trap” is set in the name of “reevaluation” and “rewriting history”. Meanwhile, the existence value, role and rationality of certain set examples are denied with the so-called “rational thinking”. By virtue of numerous excuses such as so-called novelty, innovation, openness and challenge. The college students’ recognition on things usually features fragmentation, blind following and non-mainstream. Along with the convenient dissemination of network information and it’s beyond control, historical nihilism thought tide gets prevalent widely^{[2]-[4]}. the example identity crisis under the package of “innovation” brings about chaos of college student example identity. Some students are caught in such dilemma of cognition and they doubts about the examples they ever identified and even held negative attitude towards them. As time passed by, they didn’t believe and identify the examples any more. Thus, the power of example disappeared.

3.2. Units Belief deconstruction of postmodernism culture

There have been huge changes in way of disseminating and obtaining information in China. By virtue of superior openness and interactivity, the new media including Weibo, We Chat and Tweet brings about fission-based dissemination of information and triggers “butterfly effect”. in the network world, anyone has the discourse power. Meanwhile, the boundary among advanced, mass, commercial and grass-root cultures is gradually eliminated. The postmodernism culture of deconstruction, diversity, anti-authority, decentralization and populariza-

tion was prevalent again^[5]. At the era of comprehensive opening, aggregated information amount, knowledge explosion and cultural diversity, the examples are not constructed but deconstructed due to the postmodernism culture. The traditional examples are denied irrationally and blindly. Meanwhile, the awareness and behavior of examples are set incorrectly. The example individual is being deconstructed. At the same time, the example culture and belief in college student identity example is also being gradually deconstructed.

3.3. Ideal shock of example figure's negative behavior

The dynamic trend of the example at the same era always could have profound influence on college students' thought and behavior. Nowadays, along with developed material civilization, the examples also face diversified tests and challenges. The example figure cannot properly weigh the correlation between personal and collective interest. There are frequent phenomena that the negative behavior and measures are adopted to private purpose. Even some typical examples violate laws and regulations under the drive of interest and turn out to be the negative characters. For the college students identifying, believing and imitating examples, the thinking states and behavior patterns of the example is his expected ideal state and pattern. The clear difference brought by the negative behavior of the example figure can bring about huge ideal shock on the college students and thoroughly shakes the college student example identity.

3.4. Realistic influence of inadequate example education mechanism

The existing example education mechanisms are confronted with corresponding inadequacy in example setting, propaganda and behavior, thus having realistic influence on college student example identification. Under the propelling of new media and "internet+", the process of example setting is more convenient. The excellent behaviors of common people could arouse social attentions under the propelling of internet. Meanwhile, the solemnity and credibility of example setting is blurred. Therefore, the effect of "example effect" is significantly weakened. Further, it is hard for the college students to have the mind of "emulating those better than themselves". They even reject, envoy, deny and imitate the grass-root examples. Though the example propaganda and popularization activity is widely held, the process of example propaganda is filled with utilitarian and virtual inclination, is deviated from the social mainstream culture and short of psychological inspiration of the participants. As a result, due to the deepened virtualization of example setting, the college student example identification crisis is caused.

4. Dynamic Process of College Student Example Identification

Under the combined action of above-mentioned numerous reasons, the college student example identification faces the crisis that cannot be ignored. However, the crisis in college student example identification mainly indicates the college students lack understanding, acceptance and recognition of the example figure psychologically. To cope with the crisis effectively, it can be analyzed psychologically tentatively. The example indicates objective existence while identity indicates a dynamic psychological process (hereinafter referred to as "dynamic process") that the college students accepts the objective existence. According to the theory of "psychological process" in psychology and pedagogy, the one has to undergo cognition process, emotional process and will process to be aware of the objective things and accept them. As for the college students, they also need to undergo the dynamic process of "cognition, emotion and will" to identify the examples, as specifically shown in the Fig. 1.

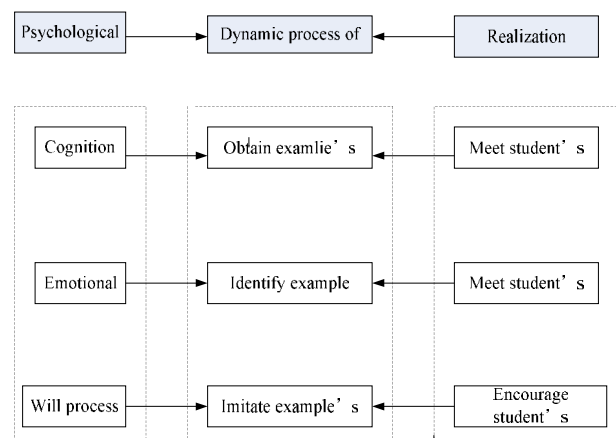


Figure 1. Dynamic process of college student example identification

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4.1. Cognition process: obtain example's information

"Cognition process" indicates the process of accepting, storing, processing and understanding various information, manifesting the objective environment and phenomenon and building the cognition on the objective situation through many ways such as feeling, consciousness, memory, thinking and imagination. "Cognition" corresponds to "obtaining example's information" during the

dynamic process of example identification, which is the initiating link of “example identification”. The college students accept example’s information and screen out and retain the examples meeting personal psychological characteristics through various information spreading channels and by combining their group characteristics. To obtain the example’s information, the college students have to propagate effective information through effective ways so that the example’s information is within the perception range of college students and is integrated into their living environment. By observing the current example education status, the coverage of example information spreading is quite wide. It is thus necessary to enhance the classification and target orientation of information transmission.

4.2. Emotional process: Identifying example value

“Emotional process” indicates a kind of the psychological activity happening after the occurrence of cognition process and forming emotional experience by having good or bad and positive or negative attitude towards cognitive things. The key of example identification is that the college students could have positive emotional resonance for examples and have positive and optimistic attitudes towards the value and impact of the examples. According to Maslow’s Hierarchy of Needs, value realization is the one’s demand at the highest level. Meanwhile, there is no exception for college students. Besides, as the college students receive higher education, it is the powerful psychological demand to realize the highest level of value. The examples possesses holy image, excellent behavior, self-development, self-improvement and self-surpassing, which is generally the target result that the college students realize their value. It thus could essentially meet the psychological demand of college students for self-recognition, self-development, self-improvement and self-surpassing. When it continuously play the role, the value of the examples can be recognized by the college students. Therefore, the college students could have emotional resonance and take the key step to realize example identification.

4.3. Will process: imitating example’s behavior

“Will process” has connotations in two layers, including pushing people to work hard to realize the internal motivation and will behavior during realizing the struggle goal. The internal motivation actually indicates the that the examples meet psychological demand and students have subjective desire and vision of imitating the examples’ behavior after recognizing the example’s value. Will behavior indicates imitating the example’s actual behaviors. Internal motivation belongs to the interactive content of emotional and will processes, existing in the psychology of college students. The will behavior exists

in behavioral layer and is represented by the real actions and it is easy to perceive and evaluate. If college students could imitate the example’s behavior consciously in their daily life, it means that the example identification is at practice stage and has actual effect. However, in real case, the example identification is easily deviated from the cognition psychology and behavior. There is usually lack of effective link in behavior aspect as for the value and influence of college student example identification in the psychological layer. Therefore, imitating example’s behavior is the critical link of will process. Meanwhile, it is also the emphasis of focus to optimize and adjust the example education mechanism.

4.4. Cyclic effect of dynamic process

According to the theory of “psychological process”, it is supposed that cognition, emotion and will is not single-way influence model at all but a interconnected unified entirety. They are mutually associated, restricted and penetrated. Three stages of dynamic process of example identification also exist in mutually affected cyclic effect. “Obtaining example’s information” is the premise of recognizing the example’s value. However, the college students will surely pay more attentions to the example’s information after recognizing the example’s value. After college students pay attentions to it, the example’s information received by the college students will be increased along with the increase in breadth and depth of the knowledge and cognition. Then, the cognition and identification of the example’s value can be further enhanced.

“Identifying the example’s value” is the key to enhance college students’ internal motivation for “imitating the example’s behavior”. When college students implement the behavior of imitating the example’s behavior, the influence on emotional process will also be brought. According to “representation principle” proposed by the famous psychologist William James, people can obtain certain emotional feeling through representing corresponding behavior. That is, the one better feels the thinking and emotion after having the feeling of behavior. Imitating the example’s behavior can urge college students to strengthen the resonance on the example’s emotion and identification of value. In addition, the college students’ internal motivation for imitating the examples is further enhanced.

5. Coping Strategies of College Student Example Identification Crisis

As for the reasons for college student example identification crisis, the college student example identification crisis can be coped with more effectively and purposefully by proposing the countermeasures based on three realization conditions during dynamic process of example identification.

5.1. Include example's information into the range of student's perception

Student's perception range indicates the realization condition for college students to obtain the example's information. At this stage, it is necessary to emphasize and follow the information dissemination and psychological acceptance laws of example identification, and urge college students to obtain and recognize example's information by building example system and adjusting propaganda methods.

5.1.1. Clarify the example's connotations and build example system

Under the slaking function of historical nihilism and postmodernism culture, the essential features of the example are gradually deconstructed. Some fashionable network reds and TV stars become the examples in the eye of many college students. Actually, the largest characteristic of the example is to inherit and practice the social mainstream values. It is necessary to clarify the college students' confusion about the concept of example through approaches such as teaching curriculum knowledge and daily ideological education, understand the connotations of the examples so that college students can differentiate the difference between example and celebrity and choose standard example figure meeting the value standard. In the meantime, it is necessary to set excellent figure with authority, credibility and universality according to the regional scope, set advanced typical meeting the career development requirements of college students according to the characteristics of grade and specialty, build more target-based college student example group, stick to the unification of high quality, credibility and democracy, break through "focusing only on score" while evaluating advanced representatives such as excellent student model, think highly of students with excellent or touching deeds, collect the feedback information of the student group offline and online, and stick to the unification of top-down and bottom up setting of examples. In this way, the perception range of college students could be easily reached.

5.1.2. Truth-based classified propaganda and close to the examples

The propaganda of example's information should show respect on objective truth. It is counterproductive to implemented exaggerated propaganda arousing the attentions and give comprehensive firm answer. Besides, the trust of the college students in the example will be destroyed. Even believing in the content of exaggerated content, the college students are easily caught in the dilemma that cognition psychology is separated from the cognition behavior for the college students believe that the the imitating possibility is small as the example is too "advanced" and far away from the actual life. In the

meantime, it is necessary to integrate resources of example system and build series of network culture works with positive energy and embed the example's information into such works so as to push it to the college students with different majors, at different ages and within different regional scopes through network platform such as We Chat and tweet to determine the college students' perception range and spread example spirit imperceptibly.

5.2. Meeting college students' psychological demand with example value

The key link of example identification is to identify example value. When the example's information is within the college students' horizon, they will have a subjective experience process and then evaluate the example's information. Whether to identify the example value lies that whether the college students have recognition of the example value correctly and meet their psychological demand.

5.2.1. Interpret the examples correctly and tap the example value

For the traditional examples, the universities teach the students the correct ways to learn history in related courses of History so that the college students stick to the viewpoint of materialism and study and understand the single historical events in the long history of humankind by beginning with the objective historical event, from the perspective of the neutral third party and without any political viewpoint and stance. Especially, it is necessary to analyze the limitations of historical conditions of traditional example, interpret the speech and behavior model of the example under current environment and tap the spirit value of the example. As for the examples around, they should guide students to under their characteristics compared to the traditional ones. Probably, they may not have remarkable achievements and huge influences of the traditional ones. However, as the advanced intellectuals at the same era and under the same environment, they surely have the speeches and acts that are worthy of praise and can be referred to. All these are the example values meeting the demands of college students for self-recognition, self-development, self-improvement and self-surpassing. The tutor and teacher should help college students with rational planning for the future, career development goal, stimulate their psychological demand for the self-development from inner heart and increase the recognition and application of the example value.

5.2.2. Improve the example's quality and prevent role transition

Negative behavior of the example figure has great damage to the example value. It is necessary to build self-study mechanism, stimulus mechanism and dynamic

monitoring mechanism for the example figure so that the example figure always could remember the reasons for being the example, study and make improvement gradually and regard their positive influences on others as the most precious ability and resource. In the meantime, certain physical or spiritual stimulus should be given to the example figure to reduce the probability for taking negative behaviors for seeking personal benefit. Once found to have the negative behavior, the example figure should be stopped by being criticized or with the honor revoked. By preventing the example figure from transition into the negative role, the ideal shock is brought to the college students to keep meeting the college students' psychological demand with the example value.

5.3. Build good environment for the imitative behaviors of the example

The example identification should be genuine expected effect. It is essential to imitate the example's behavior, which actually refers to "knowledge-action transformation", indicating the one guides his behavior with the example identity that he has accepted. At this stage, it is necessary to lay emphasis on strengthening positive response to the imitative behavior of the example.

5.3.1. Respect the example figure and maintain imitative ecology

The existence of the phenomenon of teasing the examples indicates the representation that the college students lack objective attitude to view it objective and basic respect for the example. For this regard, the internet questioning and slander speeches can shake the college students' belief and stop imitating the examples. To imitate examples, the college students should firstly show respect on them. The universities should hold example learning activities such as "dialogue with the example", "power of vanguard", "Today's Lei Feng" and "one day of example" to guide college students in knowing about the real examples and discriminating the objectiveness and truth of the evaluation on the example, respecting the example's speech and behavior, not teasing the examples using internet slang blindly, correcting the stance, implementing the college students' due responsibility, safeguarding the example's image online and offline and also protecting the ecological environment for imitating the examples.

5.3.2. Culture example culture and respond to imitating behavior

The universities should build linkage mechanism in setting, propagating and imitating examples from many aspects such as platform carriers inside and outside campus and online and offline, course teaching, cultural activities and technology competition, cultivate example culture atmosphere of "emulating those better than themselves" and form good campus atmosphere that everyone shows respect on examples, learns from the examples, strives for being the examples and surpasses examples, so that the behavior of imitating examples is affirmed at environmental atmosphere and that of deconstructing the examples is abandoned. By maintain the dynamic adjustment of the example system, the college students having made remarkable achievements in imitating the example's behavior could have the chance to be the new examples.

The power of the example is infinite. It is necessary for the college students to have the guidance of the examples to practice socialist core value. Only by coping with the example identity crisis effectively, the college students will identify the example and example culture and the demonstration and leading role of the example can be developed to expedite the positive youth power.

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