

Path Innovation Model of Integrating University Ideological and Political Education into Humanistic Care

Ziyi Wang

Railway Police College, Zhengzhou, 450053, China

Abstract: Exploration of the practice path of "human centered care" in university ideological and political education (IPE) is related to the sustainable development of universities in our country. Facing the current situation of IPE in universities, and carrying out practical and living education are especially precious, and is conducive to breaking the shackles of traditional educational thoughts and carrying out various educational activities. Looking for the education carrier with life as the main body must be based on life, go into life, and take real life atmosphere and life topic as reference. Expound the truth through the current affairs, and enhance the acceptability of IPE content. From the viewpoint of traditional educational model, classroom teaching is the carrier of education, and educational activities are usually achieved by theory teaching as a common means, students losing corresponding "sense of care". In this study, current three problems in the IPE of "human centered care" were analyzed, and a functional model of the elements of humanistic care was established. From the development of life education, the integration of emotional education and IPE, based on data analysis, the humanistic care component factor proportion in IPE in universities was obtained. Discussions on the results were made based on the data. From the aspect of integration of emotional education and IPE, the infiltration of campus culture into IPE, etc., the innovative path to humanistic care in IPE in universities was explored. Through the difference between students' professional skills and practical ability, targeted thinking, psychological, conscious guidance and encouragement were provided to students. Stimulating students' enthusiasm for participating in IPE activities to different extents invisibly enhances the students' social responsibility, moral emotion purposes, which is an important implementing "humanistic care".

Keywords: Ideological and political education (IPE); Humanistic care; Innovative path; Exploration research

1. Introduction

Education is sacred, because it opens the key to human's hearts; and it is the spring that washes and purifies minds, and the power to put aside distractions. Strengthening the ideological and political education (IPE) is the basic requirement for the realization of educational goals. The purpose of IPE in university is to actively intervene in the ideological field of university students through the teachers, and ensure the students have sound personalities and a sense of social competition [1]. The central idea of "humanistic care" is people-oriented and to provide all caring activities for human development. Implementing humanistic care in IPE in universities is conducive to the formation of healthy thoughts and psychology, and promoting students' sustainable development in the future [2, 3]. For the time being, contemporary IPE still follows the habit of traditional IPE in which the educated were viewed as recipients. In the education process, the knowledge of the content of education, the inculcation of the educational value and the standardization of the language of education were emphasized. The use of the ide-

ological and political situation of high repeated moralizing was paid attention, ignoring the creativity and subjectivity of the educated in IPE activities. IPE in universities still shows the current situation of lacking "human centered" education concept, resulting in obvious separation between IPE and real life, emotional education and individualized education. In educational methods and activities, current IPE is too "rigid", causing the rejection of students from the heart. By analyzing the lack of "humanistic care" in IPE in universities, a new path of humanistic concern in ideological politics was discovered, manifesting a new foothold and new ideas [4-7].

2. Review of Current Research

College students are an important part of the masses. The key to convince theories thoroughly is to let people understand the benefits of practical applications, and thoroughly change people's realistic and inner thoughts through theories, which is also an important description of "humanistic care" [8, 9]. In order to realize the humanistic concern in IPE in universities, we must emphasize the openness of IPE. Starting from the actual situa-

tion of IPE in China, the content of education and the form of educational organization are still lack of development, causing students to think that IPE is a "brain-washing lesson", which is a clear violation of the educational concept of "humanistic care" [10].

The IPE in foreign universities ignores the emotional needs. As the pace of life is speeding up, the face-to-face communication between people is decreasing, and the emotion is fading. The appearance of this phenomenon leads to the simple and convenient pursuit of IPE in universities, neglecting the construction of face-to-face teaching form between people, and relying too much on voice chat, We Chat's and micro-blog interaction, and email sending and receiving instead of language messaging [11]. The sense of distance between students and between teachers and students is increasing, and the strangeness of IPE in the students' psychology is also becoming stronger. Since educational activities lack emotional communication, "humanistic care" in IPE in universities cannot be effectively implemented. This is the reason why "humanistic concern" is greatly reduced in IPE, and is the basic factor causing students not to accept IPE from the bottom of their hearts [12-13]. Moreover, the combination of IPE and various methods relays too much on "indoctrination", "cramming" and "simplicity". The purpose of educating people cannot be achieved, "caring" is out of question, and student oriented educational idea is even more ridiculous. The rigid teaching activities become the main reason for college students to repel IPE, and this is just the basic performance of lacking "humanistic concern" in IPE [14-16].

3. Methodology

To implement "humanistic concern" in IPE, all kinds of educational methods must be integrated organically into educational activities to satisfy students' emotional and open needs.

The purpose of IPE in universities is not to imprison students' mind and psychology, but to let students correctly use the content of IPE, and improve their thinking and psychology of society and life. This is just as pointed by Marx in "Hegel's Philosophy Comment Preamble", "As soon as the theory is mastered, the masses will become material forces. As long as the theory is convincing, the masses can be mastered; and the theory can be persuaded as long as it is thorough. The so-called complete, is to seize the fundamental thing." The combination of IPE with all kinds of methods can improve the enthusiasm of college students to participate in classroom teaching activities, and students' initiative in IPE is strengthened. Engels, the German thinker, philosopher, revolutionist and educator, once said, all the power of a man's actions must pass through his mind, and must be transformed into his desire, motive, before action. How does IPE arouse the students' initiative and accept the initiative of

knowledge comes from the combination of various methods [17].

Under the guidance of the humanistic concept and the idea of promoting the overall development of human beings, some scholars have studied the issue of "the affinity of IPE", and new achievements have been made in both theoretical and practical fields. In the search for practical methods, we should focus on four aspects, namely, the life-oriented IPE, the integration of emotional education, the implantation of campus culture, transformation from text-oriented to personalized teaching [18].

4. Results

4.1. Proportion analysis of component elements "humanistic care" in IPE in universities

By practical life-oriented teaching, education carrier is established around the hot topics of society, social development trends and situation. Bring teaching activities out of the classroom into life, achieve the goal that students look at problems in the normal attitude of life, think problems and solve problems. The content of teaching is transformed into practical application. Meet the students' pursuit of happy life, the internal requirements of IPE goals, the needs of students' personal growth, and the objective requirements of the humanistic view of education. The life oriented teaching system of IPE is constructed, and take local culture as the breakthrough point and enrich the content of IPE. Strengthen emotional and people-oriented education, with life-oriented classroom teaching content and methods, and enhance the implicit educational function. For example, in carrying out the teaching activities of "setting up students' lofty ideals", through the development of real life, students pay close attention to the obstacles that will appear in the realization of their lofty ideals, combine theoretical knowledge with the attitude of life, and find out the solution to problems, so that it is feasible for students to think about their own development thoughts and psychology. In this way, students can feel the sense of care in IPE from the perspective of life, the psychological exclusion of IPE will gradually fade, and the acceptability of teaching activities in the hearts and minds of students will also be enhanced [19].

First, the functional model for the elements of humanistic care was studied, with symbol assumption as follows. The combination of various methods with open, emotional needs and ideological education are p_c , p_s and p_r , respectively. If p_v is IPE in universities, p_h is humanistic care, and they satisfy:

$$\begin{cases} p_v < p_h \leq p_s \\ p_v + p_h < p_s \end{cases} \quad (1)$$

The probability t of integrating IPE in universities into humanistic care can be expressed as

$$t = \prod_2(I)(1-g) + \prod_3(I)g \tag{2}$$

The innovation path model composed of three factors p_c , p_s and p_r , is expressed by

$$f^{-1\otimes}(x) = \begin{cases} -\infty, x < 0 \\ f^{-1}(x), x \in [0,1] \\ +\infty, x > 1 \end{cases} \tag{3}$$

Therefore, we can get the proportion distribution of different factors of "humanistic care" in IPE in universities. The t statistics, prob statistics can be calculated by using the above equations, resulting in the following Table 1.

Table 1. Proportion distribution of different factors

----	T statistics	prob.*
Other	0.25	0.3%
p_c	2.14	25%
p_s	2.84	34.7%
p_r	3.42	40%

It is clear in Table 1 that p_c , p_s and p_r are the major component elements of "humanistic care" in IPE in universities, and $p_c < p_s < p_r$, with detailed values being 25%, 34.7%, and 40%, respectively. These three aspects should be considered in the integration of humanistic care.

4.2. The innovation path model of integrating human-oriented solicitude

In 18th Century the French philosopher Helvetius had an assertion that "only great emotions can produce great men". In other words, the essential condition for a person to succeed requires strong emotion as a support. IPE in universities shoulders the important task of training high-quality, high standard talents, plays an irreplaceable role in the purification of students' mind and soul; therefore, it can be called "great education". Great education should be based on genuine emotion, the integration of emotional education and IPE, of course, will present the idea of "humanistic care".

Two aspects should be included in the fusion path, namely, the emotional devotion of ideological and political educators, and the creation of emotional experience teaching. In his article "the beginning and the glory - the history of Chinese ancient educational thoughts", Yongxin Zhu believed that human emotion was the blood and meat of man's own moral beliefs and moral spirit. Without emotional education of ideological and political educators, there is only a skeleton left in the teaching activity, and there is no emotional communication and collision between students and teachers, causing teaching activities to be bound to be lifeless. Ideological and political educators convey love to students through language and body language, combine all the education, arts and

techniques to nourish students' hearts, and guide the students to feel the warmth of the world. Love will last forever, and students will open their hearts and accept the content of IPE. Teachers convey positive and optimistic life attitudes to students through their own words and deeds, playing a positive role in promoting students' optimism and shaping mutual aid spirit, and promoting the ideological and moral quality of students.

To better implement "humanistic care" in IPT in universities, the key is to carry out student oriented idea in IPE activities, pay attention to the development of students' individual thoughts, provide targeted services to students, and ensure that students' minds are healthy, positive and upward. The traditional text-oriented teaching is not suitable for the idea of "humanistic care", and it is necessary to incorporate the contents and activities of traditional IPE into it, the necessity of implantating campus culture being obvious. Analyzing campus culture from the perspective of definition, it can be seen that campus culture takes students as the main body, and creates a healthy and harmonious learning space and spiritual garden for students through extra-curricular activities.

It is pointed out that strengthening and improving the IPE for university students is an important and urgent strategic task, and ideological and political theory course is the main channel of IPE for university students. Putting campus culture into IPE, through the edification of cultural atmosphere and the guidance of campus cultural practice, the all-round development of students' ideological and moral quality is promoted, and the students are guided to digest, absorb and translate their content into their own thoughts and spiritual wealth.

5. Discussion

Famous American psychologist, Piaget, once mentioned this educational view, i.e., all intelligent work depends on pleasure, and the best condition for stimulating students to learn is the teaching material with a strong sense of interest. Through personal hobbies, appropriate teaching materials, and teaching resources are prepared, and personalized teaching program are implemented, in order to finally meet the needs of different students' learning psychology, and change text-oriented teaching of the solid state into individualized passionate teaching. Encourage students emotionally, guide students in language, and encourage students in practice, in order to open the hearts of students, achieving the purpose of passion interaction between students and teachers, and carrying out "humanistic care" in the IPE in universities.

Combining IPE with discipline practice, through the difference of students' professional skills and practical ability, the healthy development of students' mind and psychology is guided by vivid language and real social demands. Among students whose professional skills and practical abilities are poor, teachers need to move stu-

dents through the reason and means, guide students to view the psychology of professional practice, and enhance students' professional skills and practical ability. Through the participation process of students' professional practice and objective practice skills, training standards and practical ability development requirements, students are encouraged to correctly view the relationship between professional skills, practical ability training and students to promoting industry development. For students whose professional skills and practical abilities are not prominent enough, we should take the necessity of comprehensive development of ability and quality as the breakthrough point, and guide students to cultivate their comprehensive quality and to adapt themselves to the environment of social development through participating process of practical activities. For students whose professional skills and practical ability are more prominent, the new trend of social employment should be taken as an important direction to guide the training of students' cooperation ability and exploring spirit. Based on the principles of intuitive language and action, the students' skill level and ability are developed in an all-round way, and the ideological and moral quality of students are improved.

6. Conclusion

IPE in universities is the foundation of high-quality, and high-level talents training, and is the essential component of higher education of China. The purpose of implementing the educational idea of "humanistic care" is to set students development as the basis, provide comprehensive and thorough educational care, and train students' healthy and upward attitude towards life and study, moulding the spirit and thought of students' perseverance and innovation, and providing a large number of qualified personnel for social development in China. There is still a long way to go for IPE in universities to implement and "humanistic care". Educators should engage in the study of openness, subjectivity, emotion and life-orientedness, ensuring that the "humanistic care" path innovation in IPE becomes a reality.

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