

Received: November 30, 2017

Revision received: June 3, 2018

Accepted: June 5, 2018

Copyright © 2018 ESTP

www.estp.com.tr

DOI 10.12738/estp.2018.6.232 • December 2018 • 18(6) • 3284-3293

Research Article

Individualized Teaching for College Students' Ideological and Political Education Based on the Concept of Cognitive Science

Chunyang Yu ¹

Yanshan University

Wenya Guo ²

Xinjiang University of Finance & Economics

Abstract

Emotion management education for college students is one of the important contents of ideological and political education, as the emotional state of college students has a direct relationship with their ideological and political identification and the formation of correct values. Embodied cognition, a topic of cognitive science research, holds that human intentions, emotions and other functions can be realized through “personal experience” of observing the behaviors of others. Based on the concept of cognitive science, this study investigates and analyzes the current situation of college students' ideological and political emotion management education by using embodied cognition. It is found that the negative emotions existing in college students have an impact on the ideological and political education identification, and there exist concerns over “passive style” and “didactic style” of the ideological and political emotion management education in colleges. On this basis, the author constructs the individualized teaching for college students' ideological and political education.

Keywords

Ideological and Political Education • Individualized Teaching, • Emotion Management • Embodied Cognition

¹Correspondence to: Chunyang Yu (PhD), College of humanities and law, Yanshan University, Qinhuangdao 200433, China. Email: chunyanghuozheyu@163.com.

²School of public economics and management, Xinjiang University of Finance & Economics, Xinjiang 830012, China. Email: 846040812@qq.com

Ideological and political education (Silvia, 2005) is a science in which educators cultivate the ideological values, political views, and ethical norms of students in an organized, purposeful, and planned way, so as to guide them to form correct ideologies and behaviors. Ideological and political education is one of the major ways to solve social contradictions and problems. However, under the background of market economy, China's ideological and political education is in a weak state. Particularly, the change in social environment and the pressure from life has made people's mental health into an increasingly prominent problem. The incidence of mental disorder among college students has been increasing year by year. How to strengthen the ideological and political education of college students has received extensive attention from all walks of life. Some studies have shown that (Boyatzis, Stubbs & Taylor, 2002) the emotional state of college students is directly related to their ideological and political identification and the formation of correct values. Therefore, in addition to the molding of values and theoretical study, emotion management of college students has become one of the important subjects in the study of ideological and political education (Linnenbrink, 2006).

With the development and maturity of cognitive science, it is possible to study people's cognitive activities and emotions from the level of neural mechanism. Through the study of mirror image system, some researchers have come to the conclusion (Yablon, 2007) that people's intention, emotion and other functions can be realized through "personal experience" of observing others' behavior. The embodiment and situationality of emotions (Naomi, 2008) provide a new theory and perspective for the ideological and political emotion management education. Embodied cognition (Lynn, 2006) is a science that guides all cognitive activities, emphasizing the dynamic interaction and unity of the body, the situation and the cognition, which can cultivate the embodied cognitive thinking of the students in the ideological and political management education. Through a review of domestic and foreign literature (Kovac-Cerovic, Jovanovic & Pavlovic-Babic, 2016), the current researches on emotion management of college students involves many disciplines such as psychology and education, with major focus on the form, content and methods of education. However, embodiment theory based on the concept of cognition science is not combined with emotion management education.

Therefore, with the individualized teaching method for college students' ideological and political education as objective, this study designs the Questionnaire on Emotion management of Ideological and Political Education in Colleges, performs the survey and analysis of the status of ideological and political emotion management ability of the college students and education status quo, summarizes the problems existing in the ideological and political emotion management education of college students, from the perspective of embodiment theory, and puts forward the individualized teaching method for college students' ideological and political education based on the embodiment theory.

Investigation and Analysis of the Current Situation of Emotion Management of Ideological and Political Education of College Students Based on Embodiment Theory

According to the investigation and analysis of the status of ideological and political emotion management ability of the college students and the status quo of education, this study designs the Questionnaire on Emotion

management of Ideological and Political Education in Colleges. Students from a university in Tianjin are selected as subjects, and the random sampling survey method is adopted. A total of 500 questionnaires are distributed and 453 valid questionnaires are collected, including 212 questionnaires of male students and 241 questionnaires of female students. Through principal component analysis, the survey results are statistically analyzed, and the results finally obtained are as follows.

Investigation of the current situation of emotion management of ideological and political education of college students and education status-quo

Emotional types and attributions of college students: As can be seen from the survey results of the emotional types of college students (Test *et al.*, 2004) shown in Table 1, the college students are generally in the positive mood, that is, peace and joy account for a high proportion. However, the negative emotions such as irritability, anxiety and sadness are also commonly seen. Male students and female students also have different experiences in negative emotions. Male students mostly experience anger, emptiness and other bold types of emotions, while female students mostly experience reserved types of emotions. Only 13.3% of students say they rarely have negative emotions. The survey also finds that the major causes of negative emotions of college students are school work and employment, followed by interpersonal interactions and environmental impacts.

Table 1
Emotional Type

Emotion	Peace	Irritability	Anxiety	Lonely	Emptiness	Bored	Fear	Sad	Joy	Anger
Male (%)	57.29	28.20	34.95	26.01	38.05	48.03	5.63	14.60	38.19	8.95
Female (%)	62.72	35.35	29.01	26.17	18.17	38.10	6.43	17.07	40.91	6.05

Emotion management ability and physical participation Figure 1 shows the statistical results of the emotion management ability of college students from where it can be seen that the emotional experience ability of college students is the weakest, and the adjustment ability is the strongest. In the survey on the use of physical participation in emotion management, about 65% of the students think that physical participation plays a role in emotional regulation, and about 43% of the students think that physical participation plays a role in emotion control. This shows that physical participation has an obvious role in emotion management.

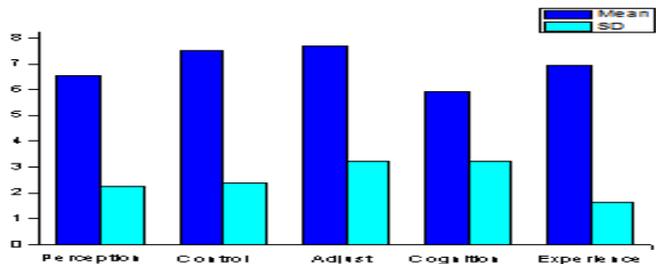


Figure 1. College students' emotion management ability.

Table 2 shows the statistical differences between males and females in emotion management. It can be seen from the table that there are significant differences between males and females in perception ability and control ability of emotion management. Specifically, compared with male students, female students have stronger perception ability and weaker control ability, which is also related to the differences in personality between male students and female students.

Table 2
Emotion Management Ability Difference Table for Men and Women

Emotional management ability	Gender	Mean	SD	Sig
Emotional experience	Male	6.5808	3.5964	0.6961
	Female	6.7041		
Emotional awareness	Male	5.3737	2.1573	0.0482
	Female	7.8315		
Emotional adjustment ability	Male	7.6464	4.1571	0.5394
	Female	7.6529		
Emotional cognitive ability	Male	5.2373	2.9557	0.8373
	Female	4.6891		
Emotional control ability	Male	7.2180	1.1582	1.0521
	Female	4.5429		

Emotion management and influencing factors: Figure 2 shows the results of a survey of emotion management styles of college students. 68% of the students believe that physical participation can effectively improve their emotions. Among them, sports, artistic activities, and going out for a walk to relax are the most commonly used methods for college students to adjust their negative emotions. About 70% of the students will choose to go out for a walk to improve their negative emotions, and about 10% of the students choose physical venting, smoking, drinking and other ways to vent their negative emotions. It can be seen that physical participation can play an important role in the daily emotion regulation of college students.

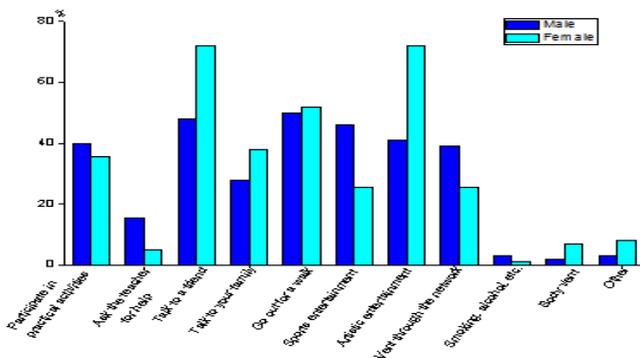


Figure 2. College students' emotion management.

Emotion management status of ideological and political education in colleges and universities Figure 3 shows the results of the survey on the emotion management education of ideological and political education in colleges. According to the figure, about 43% of the students say that their school's ideological and political education do not involve any related content of emotion management education, or they are not offered any similar courses and activities. About 41% the students say they have the relevant education only in form, which does not have any effect. Only about 15% of the students say they have received relevant education, which has

good effect. It shows that colleges only pay attention to the education of morality and concepts in the process of ideological and political education, while ignoring the education of emotion management.

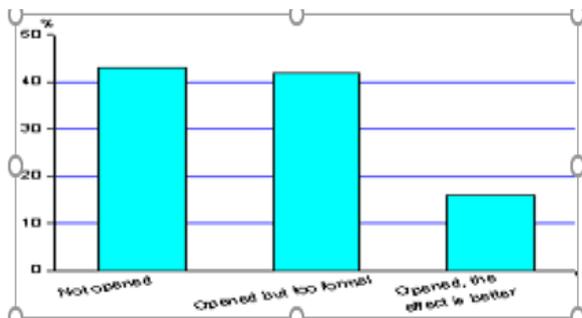


Figure 3. Does the school have courses in emotion management and such activities.

The results of the survey shown in Figure 4 indicate that most of the students (72%) believe that the external help, such as counselors and psychology counseling teachers, is important or very important for their emotion control. However, another survey shows that only about 18% of the students who are in a bad mood or depressed have received help from their counselors, psychological counseling teachers or others. It can be seen that the counselor's role in the emotion management of students is lacking and has not been fully utilized in ideological and political education.

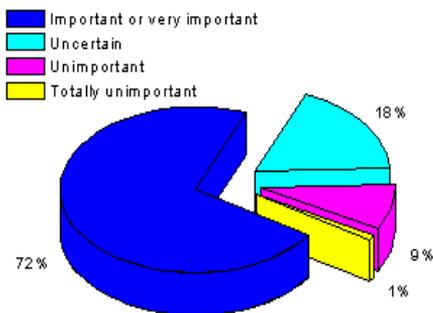


Figure 4. In the process of emotion control, is the external guidance heavy.

Problems existing in emotion management education of ideological and political education of college students from the perspective of embodied cognition

Lack of embodiment education concept Ideological and political educators shall integrate harmonious unity of body and mind into ideological and political education (Smith, 1990), and attach importance to the cultivation of emotional intelligence in ideological and practical work. Through their own actions, they can show their recognition of embodiment education concept, thus to help students to understand and improve their emotional status through the physical participation in education.

Neglecting the cultivation of emotional intelligence Through investigation, it is found that colleges have not paid enough attention to the emotion management of college students. Counsellors and psychological counselling teachers play a limited role in students' emotion management, which fails to meet the needs of college students. However, college students have a vague understanding of the concept of emotion management, thus have a great demand for understanding emotion management methods and improving their own emotional status.

Weak practice link The body is the origin of individual self-construction (Grigal *et al.*, 1997), but the current ideological and political education only attaches importance to the body associated with psychological development. The practical activities related to ideological and political education and emotion management are indoctrinated theoretical teaching, lacking the cognition of the body that constitutes the domain itself, thus physical participation in the understanding and experience of ideological education is lacking, resulting in the weak practice links in the “return of the body” (Pretifrontczak & Bricker, 2000).

Lack of situational benign interaction In the past, the ideological and political education features the feeding of ideas and concepts, while lacking the communication between the subject, object and mediator of ideological and political education (Reilly, 1989), and only the educator is fighting for the cause. Therefore, positive learning and emotional situations shall be created to enable students to form ideological, political and emotional identity through ideological and political education under the influence of physical participation and situational guidance.

Research on Individualized Teaching Methods for College Students' Ideological and Political Education

Adopting emotional education method based on embodied cognition

The individualized ideological and political education (Jong, 2009) emphasizes the dynamic interaction and expression of the body, environment and emotions in the context of body-based practice activities (as shown in Figure 5), which creates a diverse teaching situations (Miyake & Shirouzu, 2006). The details are shown in Figure 6.

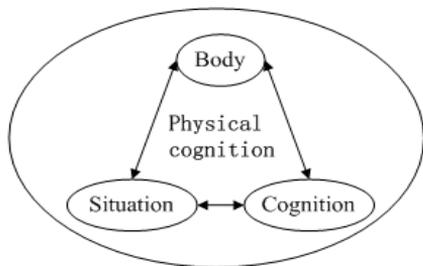


Figure 5. Cognitive, physical and environmental interactions.

Guiding method based on embodiment Ideological and political educators shoulder the task of imparting knowledge and cultivating people, and "cultivating people" is their important mission (Pring, 1999). Therefore, educators shall first master the relevant theoretical knowledge and abilities of emotion management. At the same time, they shall also give full play to the physical functions of body language and expression in their teaching process, so that students can understand the knowledge more intuitively.

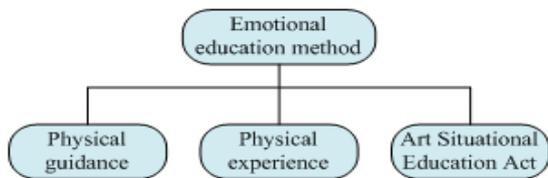


Figure 6. Physical cognitive education.

Physical experience education method Ideological and political education in the perspective of embodied cognition shall break away from the past indoctrinating teaching methods, but shall fully reflect the major role of students, and enable them to experience the positive emotions of others and resolve their negative emotions in the teaching situation designed by teachers (Fischman & Haas, 2015), which also helps students to process, express and understand emotions.

Artistic situational education method Through music teaching, artistic guidance and other teaching methods (Rosemary & Kevin, 2005), the individual gains a positive emotional experience in the interaction with the art, which has changed the traditional cognitive education model by hiding emotions in situations, thus achieving diversification of emotion management education.

Enhancing humanistic care and focusing on individual differences in emotions

College students will develop empathy mechanism encouraged by the body language of the educators, such as a trusting look or body movements, so that the trust relationship between teachers and students can be established. Thus the college students can actively seek help from educators when they encounter difficulties, realizing the transition of emotion management education from "feeding" to "guidance." The educators shall not provide a humanistic care that is formalized and general, but they shall understand the characteristics of students' personality and provide guidance and help for students in view of their individual differences.

Optimizing the ideological and political education environment

Complexity, multi-dimension and openness are the characteristics of ideological and political education environment, which can strengthen, guide and infect ideological and political education, in which emotional infection can indirectly affect the whole process of ideological and political education. The environment of college students is mainly composed of three parts (Pedretti, Bencze, Hewitt, Romkey & Jivraj 2008), as shown in Figure 7.

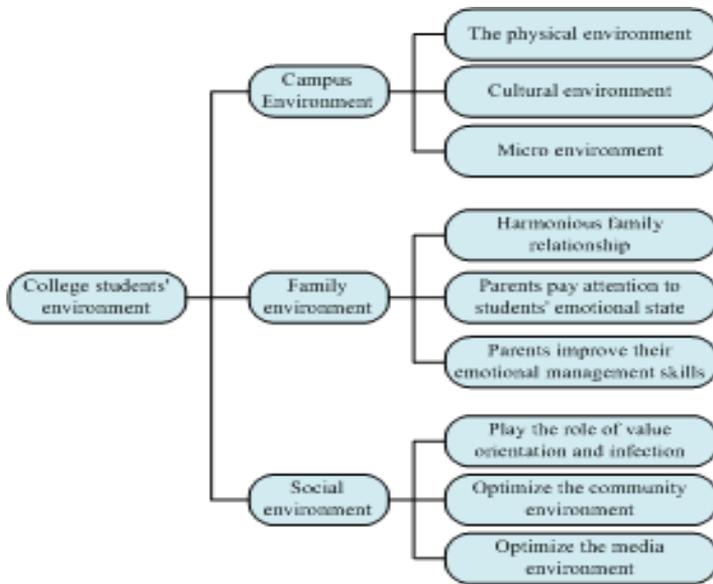


Figure 7. Environmental factors affecting college students' ideological and political education.

Campus environment The campus environment is a hidden education resource that is exposed to college students every day. A good campus material environment can improve the learning efficiency of college students and help them to build up a good state of mind. The colorful campus cultural activities enable students to achieve their psychological and physical satisfaction while giving full play to their own strengths, so that they can maintain a positive and optimistic attitude, allowing students to accept ideological and political education in a subtle way.

Home environment A good and harmonious family relationship is the foundation for a child to develop an optimistic and positive attitude and a good emotional state. Patients shall first learn to control their emotions and learn to perform analysis objectively and rationally when encountering difficulties, thus setting up a good example for their child. At the same time, parents shall always pay attention to the emotional state of their child. When he has negative emotions, parents shall promptly give their child guidance and encourage him to build up a good attitude.

Social environment Social environment is the macro- environment for ideological and political education, wherein the mass media is the major way for college students to obtain information, which has a great influence on college students' values and ideas. Therefore, the mass media environment shall be optimized, especially the network environment. Ideological and political educators can also publicize the emotion management of ideological and political education through online platforms such as WeChat and Weibo.

Conclusions

Based on the concept of cognitive science, this study discusses the individualized teaching methods for college students' ideological and political education using the theory of embodied cognition. The specific conclusions are as follows:

(1) According to the questionnaire survey of college students' ideological and political emotion management ability and education status, it is found that the commonly existing negative emotion of college students has influence on their identification of ideological and political education.

(2) Combined with the results of the questionnaire, this study summarizes the limitations in current ideological and political emotion management education in colleges, and finds that there exist concerns over “passive style” and “didactic style” of the ideological and political emotion management education in colleges.

(3) Based on the survey results, this study uses embodiment theory to construct an individualized teaching method of ideological and political education, with physical participation as foundation and environmental optimization as guarantee.

References

- Boyatzis, R. E., Stubbs, E. C., & Taylor, S. N. (2002). Learning cognitive and emotional intelligence competencies through graduate management education. *Academy of Management Learning & Education*, 1(2), 150-162. <http://dx.doi.org/10.2307/3069434>
- Gustavo, F., E. & Eric, H. E. (2015). Beyond idealized citizenship education: Embodied cognition, metaphors, and democracy. *Review of Research in Education*, 36(36), 169-196. <http://dx.doi.org/10.2307/41349028>
- Grigal, M. & Others A. (1997). An evaluation of transition components of individualized education programs. *Exceptional Children*, 63(3), 357-372. <http://dx.doi.org/10.1177/001440299706300305>
- Jong, T. D. (2009) Applying cognitive science to education: thinking and learning in scientific and other complex domains. *Science Education*, 93(6), 1147-1149. <http://dx.doi.org/10.1002/sce.20354>
- Kovac-Cerovic, T., Jovanovic, O., & Pavlovic-Babic, D. (2016) Individual education plan as an agent of inclusiveness of the educational system in Serbia: different perspectives, achievements and new dilemmas. *Psihologija*, 49(4), 431-445.
- Linnenbrink, E. A. (2006) Emotion research in education: Theoretical and methodological perspectives on the integration of affect, motivation, and cognition. *Educational Psychology Review*, 18(4): 307-314. <http://dx.doi.org/10.1007/s10648-006-9028-x>
- Lynn, W. (2006) Multiple intelligences, the Mozart effect, and emotional intelligence: A critical review. *Educational Psychologist*, 41(4), 207-225. http://dx.doi.org/10.1207/s15326985ep4104_1

- Miyake, N., & Shirouzu, H. (2006) A collaborative approach to teaching cognitive science to undergraduates: The learning sciences as a means to study and enhance college student learning. *Psychologia*, 49(2), 101-113.
- Naomi, W. L. (2008) Universities as a meeting point with new academic knowledge, society and culture: Cognitive and emotional transitions during higher education. *Cambridge Journal of Education*, 38(4), 497-512. <http://dx.doi.org/10.1080/03057640802484740>
- Pedretti, E. G., Bencze, L., Hewitt, J., Romkey, L., & Jivraj, A. (2008) Promoting issues-based STSE perspectives in science teacher education: Problems of identity and ideology. *Science & Education*, 17(8-9), 941-960. <http://dx.doi.org/10.1007/s11191-006-9060-8>
- Pring, R. (1999) Political education: Relevance of the humanities. *Oxford Review of Education*, 25(1-2), 71-87. <http://dx.doi.org/10.1080/030549899104134>
- Prettifrontczak, K., & Bricker, D. (2000) Enhancing the quality of individualized education plan (IEP) goals and objectives. *Journal of Early Intervention*, 23(2), 92-105. <http://dx.doi.org/10.1177/105381510002300204>
- Reilly, D. H. (1989) A knowledge base for education: cognitive science. *Journal of Teacher Education*, 40(3), 9-13. <http://dx.doi.org/10.1177/002248718904000302>
- Rosemary, D. & Kevin, J. B. (2005) Management as ideology: The case of 'new managerialism' in higher education. *Oxford Review of Education*, 31(2), 217-235. <http://dx.doi.org/10.1080/03054980500117827>
- Smith, S. W. (1990) Individualized education programs (IEPS) in special education—from intent to acquiescence. *Exceptional Children*, 57(1), 6-14. <http://dx.doi.org/10.1177/001440299005700102>
- Silvia, P. J. (2005) Emotional responses to art: From collation and arousal to cognition and emotion. *Review of General Psychology*, 9(4), 342-357. <http://dx.doi.org/10.1037/1089-2680.9.4.342>
- Test, D. W., Mason, C., Hughes, C., Konrad, M., Neale, M., & Wood, W. M. (2004) Student involvement in individualized education program meetings. *Exceptional Children*, 70(4): 22. <http://dx.doi.org/10.1177/001440290407000401>
- Yablon, Y. B. (2007) Cognitive rather than emotional modification in peace education programs: Advantages and limitations. *Journal of Moral Education*, 36(1), 51-65. <http://dx.doi.org/10.1080/03057240601185463>