

On the Sense of Obtaining Ideological and Political Education from the Perspective of the Spirit of the 20th National Congress of the Communist Party of China—A Survey Based on Yunnan

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[**Abstract**] The concept of “sense of gain” is a positive concept with strong characteristics of the Chinese era. When it is introduced into the field of ideological and political education, it becomes the starting point and destination of the entire research process of ideological and political education. For the sense of gain, theoretical cognition is the foundation, emotional perception is the key, will belief is the sublimation, and active behavior is the destination. From the perspective of the spirit of the 20th National Congress of the Communist Party of China, this paper explores the emergence, existence, and development of the sense of gain in ideological and political education from the perspective of human needs, combined with educational content and methods, and values. It is concluded that the characteristics of the sense of gain in ideological and political education are the pursuit of objective gains and subjective experiences, the unity of educational innovation and individual empowerment, the coordination of the acquisition process and educational goals, and the consistency of emotional internalization and practical actions. At the same time, on-site research was conducted on the sense of gain in ideological and political education in Yunnan universities, and many practical problems were discovered. Therefore, four strategies were proposed: assessing internal needs, optimizing teaching supply, strengthening the integration of emotions and reasoning, and adhering to the principle of educating people, in order to promote the improvement of the sense of gain in ideological and political education for Yunnan university students in the new era.

[**Key words**] sense of gain; sense of gain in ideological and political education; Yunnan universities; questionnaire analysis

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On November 16, 2022, the 20th National Congress of the Communist Party of China (CPC) was grandly held in Beijing. During the meeting, education and technology were separately listed, with the theme of “implementing the strategy of revitalizing the country through science and education and strengthening talent support for modernization construction”. The significant issues of science and technology, education, and talent were discussed as a whole, which have special significance. Establishing a scientific education concept and enhancing people’s sense of educational attainment is an essential aspect of education in the new era. Sense of gain should not only be applied in the field of reform and development, but also needs to be introduced into the field of ideological and political education. This study is based on a summary of questionnaire and field visit survey data from some public undergraduate universities in Yunnan Province. The focus is on the participation of college students in ideological and political classes, their inner expectations of teachers teaching ideological and political

theory knowledge in ideological and political classes, as well as their actual acquisition and subject identification. Therefore, it comprehensively grasps the current situation of college students' sense of gain in various activities of ideological and political education. And through research feedback, feasible suggestions are proposed for improving the sense of gain of ideological and political education in Yunnan universities, promoting the improvement of the sense of gain of ideological and political education among college students in Yunnan region.

1 Sense of gain in ideological and political education

1.1 Overview of the sense of gain in ideological and political education

"Sense of gain" is a positive concept with strong characteristics of the Chinese era, rich in social and psychological connotations. It mainly refers to the subjective evaluation of people's actual gains during the development process of reform and opening up. It is a comprehensive consideration of the content of "obtain" and the subjective experience of "feel". "Obtain" is interpreted as "gain, get", referring to the possession of things, with a greater emphasis on the objective aspect of obtaining; "feel" is interpreted as "feeling; emotion", which refers to the impact of things on the human heart, with a greater emphasis on subjective feelings. "Obtain" and "feel" are not only the basic elements of "sense of gain", but there is a causal and progressive relationship between the two. "Obtain" is the source of water and wood, while "feel" sublimates to a subjective state and feeling. "Obtain" is the cause, "feel" is the result, and it is the emotional sublimation based on the premise of "obtain". The sense of gain is a benchmark for testing the effectiveness of comprehensively deepening reforms, closely linked to the happiness of the people, and a concentrated reflection of the Party's adherence to the development concept of "people-centered". But it is not limited to the field of reform, and implements the core concept of sense of gain into the current practice of educational reform, that is, the sense of educational gain.

At the same time, key words such as sense of gain among the youth, teachers and students, and ideological and political theory courses are mentioned in documents such as "Medium- and Long-term Youth Development Plan (2016-2025)" and "Implementation Outline of the Quality Improvement Project for Ideological and Political Work in Universities", providing theoretical support and ideological guidance for improving the sense of gain of ideological and political education among college students. In the context of comprehensively deepening the comprehensive reform of "three comprehensive education", ideological and political theory courses play a synergistic role in educating students as "main channel" and "main battlefield" of education. The sense of educational gain is an important indicator for measuring the affinity of ideological and political education, meeting the needs and expectations of students' growth and development, and highlighting the effectiveness of subjective emotions of educational objects in ideological and political work in universities.

1.2 Composition of the sense of gain in ideological and political education

The analysis on the structure of things focuses on grasping the characteristics of self-organization and overall gradient presented by the structure of things. A clear understanding of the internal structure of the sense of achievement in ideological and political education is beneficial for us to further understand its external characteristics and has significant implications for exploring its improvement path.

The foundation of sense of gain lies in theoretical cognition. Theoretical knowledge is the most direct content that students obtain in ideological and political education activities. This mainly comes from the ideological and political theory courses and the ideological and theoretical education and value guidance of ideological and political workers in daily ideological and political education processes. It follows the laws of moral development of college students and the theoretical content at the cognitive level, and is the most direct first step for learners to gain ideological knowledge.

The key to obtaining a sense of gain lies in emotional perception. Emotions are the core of the psychological structure of college students. In the work of ideological and political education, theory and practice run parallel, and learners will develop ideological and consciousness activities such as emotions, sentiments, attitudes, and values. The stronger the affinity of educators, the more satisfied the emotional needs of the educational subjects can be, and the more students can have emotional resonance with ideological and political education, which can be transformed into emotional identification and promote the integration of teachers and students.

The sublimation of sense of gain contains willpower beliefs. Ideological and political education requires extremely high spiritual motivation from students. In the process of ideological and political education, students not only need to develop a high sense of identity after internalizing ideological and moral standards, value behavior norms, ideal beliefs, etc., but also need to subjectively and actively exercise their own will and beliefs, transform cognitive and emotional gains into solid guarantees for transforming the subjective and objective world forces, and further pursue the advanced realm of self realization. This spiritual drive is the standard for testing the firmness of the sense of gain in ideological and political education for college students, and provides a strong spiritual force for promoting the generation of behavioral sense of gain.

The destination of sense of gain depends on proactive behavior. Behavioral acquisition is the unity of cognitive, emotional, and volitional acquisition. After receiving ideological and political education, college students actively apply Marxist positions, viewpoints, and methods to analyze and solve problems, and obtain a sense of gain and satisfaction in the practical activities of transforming the subjective and objective world. The ultimate value orientation of ideological and political work in universities is to integrate knowledge and action, and strengthen behavioral value orientation.

1.3 Generation of sense of gain in ideological and political education

The root of the generation of sense of gain in ideological and political education refers to the question of how the sense of gain in ideological and political education arises, exists, and develops, which is the starting point of the entire research on the sense of gain in ideological and political education.

Human needs are the fundamental root of the generation of sense of gain in ideological and political education. Marx's theory of human needs holds that "in any situation, individuals always 'start from themselves', but due to their mutual needs, that is, their nature, and the way they seek satisfaction, they must inevitably be interconnected". Based on Marxist materialist historical views and starting from human needs, this paper explores the roots of the generation of sense of gain in ideological and political education activities. It is found that learners in the process of ideological and political education activities will combine their own needs to obtain rational thinking and subjective experience of actual content. When the educational object cannot absorb the needs from ideological and political activities and internalize them into positive emotions, there will be a phenomenon of low sense of gain and weak affinity. The work of ideological and political education in the new era should pay attention to the differences among the target groups of education, actively seek the alignment between individual and social needs, and provide a continuous endogenous driving force for the promotion and development of the generation stage of ideological and political education.

The educational environment is a sustained support condition for the sense of gain in ideological and political education. The content of ideological and political education, as the core element, is the main component objectively obtained by the educational object. The theory contained in educational content is a key fulcrum of educational gain, fundamentally determining the identification and acceptance emotions of the educated object. Maslow's hierarchy of needs theory divides human needs into five types, from low to high: physiological, safety,

belonging and love, respect and self-realization. Ideological and political education in universities is an effective way to guide college students to actively seek higher-level needs, teach according to their aptitude, and enable them to pursue the sublimation of their thoughts and emotions on the basis of acquiring theoretical knowledge. On the other hand, educational methods have a significant impact on enhancing the sense of gain in ideological and political education in universities. Adopting scientific, effective, and interesting educational methods for ideological and political education in universities is conducive to emotional communication and ideological exchange between educators and educational objects, thereby generating a strong sense of gain and achieving an ideal state where both educators and educational objects form and enhance their sense of gain. In summary, the educational environment composed of educational content, methods, carriers, and other factors is an important link for educators to teach and educational objects to receive education, and is a supporting condition for the sustained sense of gain of learners.

The benefit of values is a key factor in the accumulation of sense of gain in ideological and political education. The generation of sense of gain in ideological and political education activities is not a one-time completion and conclusion, but a continuous process of generation, iteration, and development. The sense of gain is not only the fruit of the previous acquisition behavior, but also the soil condition under which the next sense of gain can be generated. Value benefit refers to the full mobilization of initiative and enthusiasm by the educated in the process of ideological and political activities, transforming the continuously acquired positive values into spiritual power to promote their own acquisition and generate new feelings of gain. This is the most meaningful spiritual benefit. If the educational object fails to have an active heart to seek benefits, or only regards the sense of gain in ideological and political education as a temporary purpose, and becomes passive and indifferent after receiving it once, it will be difficult to experience great spiritual satisfaction and stimulate their own deep needs in this process, promoting the smooth realization of the superposition of sense of gain. The most crucial thing is to let the educated person drive themselves towards a positive value orientation, experiencing the process of gradual learning, realizing and accumulating.

1.4 Characteristic orientation of sense of gain in ideological and political education

Compared with the sense of gain in other fields, the sense of gain in ideological and political education in universities is comprehensive, consisting of objective gains and subjective experiences, educational innovation and individual empowerment, positive efficacy and education as the foundation, and a comprehensive system that unifies the process of acquisition and development goals.

Aggregation of objective gains and subjective experiences. According to the process of educational activities, "gain" itself reflects objectivity. Planned educational activities in universities are objective, and whether and how much they have been obtained in ideological and political education in universities are objective factors. It is precisely the objective existence of the sense of gain in ideological and political education in universities that makes related research possible, making it possible to improve the effectiveness of ideological and political education in universities from the perspective of research gain. The sense of the educational object itself is subjective, and the needs of the participants are subjective and diverse. The ideological and political education in universities provides participants with a subjective psychological experience, and the subjective spiritual gains of the subject are subtle, just like the calmness of spring rain moistening things, to feel the spiritual benefits that ideological and political education brings us. Therefore, in terms of the essence of the sense of gain in ideological and political education, it is an objective subjective psychological state of participants in their cognition and evaluation of ideological and political education in universities, and it is the aggregation effect of the two.

Integration of educational innovation and individual empowerment. The sense of gain in ideological and political education in universities has two meanings: on the one hand, it means “acceptance”, which is the process of passive acceptance of ideological and political teaching content by educational objects; on the other hand, it means “acquisition”, which refers to the active pursuit of teaching content by the educational object, combined with individual empowerment. As a form of “acquisition”, the process of obtaining ideological and political education in universities is not only subject to the universal norms of “acquisition”, but also has special requirements for its own content. The sense of gain is bidirectional, and the supply of educators and the absorption of educational objects are interdependent and interactive, in order to promote the smooth implementation of the behavior of ideological and political education. The beliefs, values, and other aspects involved in ideological and political education in universities cannot be touched upon and differ greatly from material gains, requiring students for self-empowerment and transformation. Therefore, the prerequisite element of providing high-quality and innovative content to educators is far from sufficient, and the key link is the active empowerment of the content provided by educators to educational objects.

Acquisition process coordinates with educational goals. The generation of sense of gain in ideological and political education cannot be separated from the educational process. The educational object gains a series of value benefits in the actual participation of this activity, including material-level academic certificates and spiritual-level shaping of the three values. However, ideological and political education in universities is different from general educational activities. The end of it does not necessarily mean the end of sense of gain. Ideological and political education in universities has implicit characteristics, and even it's over, the sense of gain will still be generated through the accumulation of time and practice. The distinct latent and implicit nature of spiritual interests will be unconsciously perceived by the educational object as teaching deepens. Through long-term brewing and accumulation, the educational object will gradually understand and digest them, leading to spiritual guidance and promoting the achievement of educational goals. As Marx pointed out, “Education is the only way to cultivate well-rounded individuals”. The sense of gain in ideological and political education in universities is not only generated during the education process, but also after the education is completed. Therefore, it is the unity of process and goals. The objective acquisition process of educational objects directly affects the degree of generation of sense of gain and the achievement of educational goals. College ideological and political education should ensure that “acquisition” can withstand the test of time and practice on the basis of ensuring “current acquisition”, and will continue to develop and have influence in the future.

Emotional internalization is consistent with actual actions. Students' sense of gain cannot be separated from the emotional interaction between teachers and students in the process of ideological and political education. The understanding and emotional resonance of students towards the transmission of ideological and political education knowledge by professional teachers in the classroom is mainly evaluated by the emotional care and influence of teachers on the emotional changes of students. Ideological and political education is essentially an education at the ideological level. In other words, it is inappropriate to forcefully impart knowledge to students like mathematical formulas. Educators should adhere to the principle of “blending emotions and reasoning”, pay attention to students' emotional experiences in the classroom, and optimize their emotional acquisition through extracurricular practice, immersing themselves in the environment, and other methods to trigger emotional resonance. However, the sense of gain in ideological and political education requires the practical ability of the educational object, which requires the educational object to transform values, ideals, and beliefs into practical actions. The unity of knowledge and action is the value destination of each course. Emotional internalization and the tempering of beliefs

serve as a transitional link, which can better help learners internalize a sense of gain and achievement, thereby realizing the importance of ideological and political education in the teaching process, externalizing it into behavioral habits and lifestyles, practicing Marxist theory in practical actions, and further strengthening value orientation, thus truly achieving the sublimation of the sense of gain in ideological and political education.

2 Empirical study on sense of gain in ideological and political education in Yunnan universities

This survey conducted in-depth research on some public undergraduate universities in Yunnan Province, focusing on the theme of “sense of gain in ideological and political education among Yunnan university students in the new era”. Through questionnaire surveys, on-site visits, one-on-one conversations, and other forms, the study aimed to understand the sense of gain among Yunnan university students after receiving ideological and political education. And by using Likert’s five point scoring method, it intuitively reflects the level of identification among college students in Yunnan in terms of theoretical knowledge, ideological and emotional education, behavioral concepts, and other aspects of ideological and political education.

2.1 Data collection

Our team collected relevant information on the ideological and political classrooms of students from 24 public undergraduate universities in Yunnan Province through a combination of online and offline methods in May 2023. The preliminary research targets were undergraduate and master students from 9 public undergraduate universities that have already been offered ideological and political education courses to. Then, on the Internet and digital media, we made data statistics on the literature related to the theme of “sense of gain in ideological and political education”, and got a preliminary understanding of the opening of ideological and political courses in Yunnan universities.

2.2 Questionnaire analysis

In 2023, the overall number of students in Yunnan universities located in Kunming is relatively large. Due to limitations in human and material resources, this survey followed the principle of “combining multi-stage, stratified, and simple random sampling” to select samples. Select some colleges from 22 colleges in 9 schools, and then sample each college by undergraduate and master level. Finally, use simple random sampling to select individual samples. The questionnaire is divided into two parts: simple personal information and questions related to the acquisition of ideological and political education, with a focus on understanding whether there are expectations, actual participation, acquisition, and subject identification in the process of receiving ideological and political education.

In this survey, a total of 1476 questionnaires were distributed online and offline, and 1265 valid questionnaires were collected, with an effective response rate of 85.7%. There are two situations where the questionnaire cannot be collected: one is that the answers in the questionnaire are contradictory or have obvious errors, and the other is that more than 75% of the answers to all questions in the questionnaire choose the same answer. After standardization and validity screening of the sample data, descriptive statistics were conducted using SPSS 22.0 statistical analysis tool.

Analysis of the data sample shows that women account for 57.21%, while men account for 42.79%. In terms of political appearance, party members account for 53.2%, about half of the total number, members of the Communist Youth League account for 21.3%, and the rest are the masses and active elements. In terms of grade, sophomores have the highest proportion at 34.55%, followed by freshmen at 23.21%, and third year students have the lowest proportion at 9.32%. In terms of ethnicity, Han ethnicity accounts for 57.2%, with the remaining

being ethnic minorities in Yunnan Province. The main question of the questionnaire is to analyze the current situation and effectiveness of vocational college students' sense of gain in "curriculum of ideological and political education" from five dimensions: knowledge, emotion, belief, intention, and action. The Cronbach's Alpha reliability coefficient was used to test the reliability and stability of the questionnaire measurement tool. The α -value coefficient of this questionnaire was found to be 0.921, which is much greater than 0.8. This indicates that the test results are highly reliable.

2.3 Going deep into the front line

In order to further improve the accuracy of the statistical data, the team conducted on-site visits to multiple students in universities located in Kunming at the beginning of April, 2023. Interviews on the relevant situations and feelings of daily ideological and political education are conducted through qualitative interviews, personal interviews, and one-on-one questioning. Deeply understand the social practice activities and campus cultural activities of "Ideological and Political Education Course" in Yunnan universities, the construction of new media platforms in schools, and the participation and actual acquisition of college students, and explore their thoughts and suggestions on the current ideological and political education courses. Based on the generation law of sense of gain, focus on the inner expectations of college students towards teachers teaching ideological and political theory knowledge in ideological and political classes, their participation in ideological and political classes, as well as their actual acquisition and subject identification. Summarize the interview results in the form of a fan chart, in order to comprehensively grasp the sense of gain of college students in various activities of ideological and political education.

2.4 Key summary

Through data analysis and summary of the recorded interview results and collected effective survey questionnaires, it was found that there are the following problems in the process of carrying out ideological and political education: firstly, students are not clear about their endogenous needs, and often treat ideological and political courses in a perfunctory manner, naturally unable to have a sense of gain; secondly, the ideological and political education activities of some Yunnan universities still rely on traditional teaching models, which fail to innovate in educational methods and content, making it difficult for learners to obtain rational thinking and good subjective experiences of actual content; finally, some Yunnan universities only focus on imparting knowledge and theories, without adopting appropriate emotional internalization. As a result, the educational objects are unable to absorb their needs from ideological and political activities and internalize them into positive emotions, resulting in low sense of gain and weak affinity. On this basis, this study proposes feasible suggestions for improving the sense of gain in ideological and political education in Yunnan universities, and strives to implement some of the suggestions to promote the improvement of the sense of gain in ideological and political education among Yunnan university students.

3 Exploration of the path to enhancing sense of gain in ideological and political education in Yunnan universities

3.1 Analyze inner needs

According to the analysis of the questionnaire results, there are more ethnic minority students in universities in Yunnan region, and their attitudes towards the provision of ideological and political courses vary, failing to realize their own internal needs. The key to enhancing the sense of gain for learners is to start from the specific needs of different students, and to systematically analyze the internal needs of students. Adhere to the unity of dominance and subjectivity, provide targeted ideological and political education based on the expectations of the subject, and

stimulate the endogenous driving force of sense of gain. How to teach and cultivate learners to truly recognize their own subject status requires universities and even educators to pay attention to the potential and differences of students, and design suitable development directions in a targeted manner. Due to the different family and social environments of learners, as well as the influence of schools and the internet, individual differences and diverse subjectivity in value demands can arise. Therefore, mastering the dynamics of their value demands is a necessary measure to activate the vitality of ideological and political education objects. Analyzing the needs of internal students is nothing more than paying attention to their cognitive and practical needs in terms of knowledge, emotions, and practice. In other words, it is important to think from different perspectives, combine with the living environment and thinking styles of students in different regions of Yunnan, respect subject differences, understand their inner thoughts, meet their reasonable demands, and actively guide and urge them to gradually eliminate their dependence on the external environment. Comprehensively analyze and gradually meet the intrinsic value needs of students, guide educational objects to exert their subjective initiative, and in the process of fully enjoying positive emotional experiences, appreciate their own growth and development in the process of ideological and political education, so as to hone their own character and gain more sense of self-confidence. At the same time, for learners at different levels, it is necessary to guide them in practice based on the cognitive level required by the times, firmly adhere to the basic Marxist theory in daily life and learning, care about the development trend of China and the responsibility of the times, establish a good understanding of principled issues and historical missions, and optimize the stability of knowledge structure.

3.2 Optimize teaching supply

According to the questionnaire and interviews, more than 70% of the students think that the ideological and political courses in Yunnan stay in a more traditional perspective; the teaching content is relatively simple, the mode is not innovative, and the way is not new enough, which affects the realization of the sense of gain. As a systematic project, every factor in ideological and political education in universities, except for the educational subject, will affect students' actual sense of achievement. Only by bringing together excellent teachers, teaching content, teaching methods, teaching carriers, and teaching evaluation mechanisms can we promote the enhancement of the sense of gain of learners with a silent and infectious power. As the main force of ideological and political education in universities, teachers play many roles such as guides, demonstrators, instructors, evaluators, etc., fully exerting the leading power of educators. The key to implementing the fundamental task of cultivating virtue and nurturing talents in the new era lies in strengthening the construction of the teaching staff, vigorously improving the ideological and political literacy of professional course teachers, enhancing their sense of responsibility for nurturing talents, consciously making cultivating virtue and nurturing talents the ultimate task of their courses, exploring educational resources, and returning to the essence of education. Teachers in Yunnan universities need to realize that they not only need to impart professional knowledge to students, but also need to guide students to accumulate professional sentiment and promote professional spirit in the study of professional courses, and regard ideological and political education in professional courses as the essence and inevitable requirement of education. In addition to educators and educational objects, educational methods, carriers, and content also play an important role in promoting the generation of a sense of gain in ideological and political education in universities. Scientific and advanced teaching content is the prerequisite for educational objects to truly feel the truth and persuasiveness of theory, and paying attention to the adaptability and pertinence of educational content is the key to following the cognitive laws and subject expectations of students. On this basis, in response to the cultural heritage and historical accumulation of these schools in Yunnan region, we will explore ethnic

characteristics, identify key points of characteristics, conduct research on school-based curriculum content, use points to cover areas, turn potential advantages into explicit advantages, and create a unique “distinctive ideological and political education” for Yunnan, promoting better generation of ideological and political education among college students. In addition, the evaluation of ideological and political education itself is not an end in itself, but a means. The construction of a scientific evaluation system and the establishment of a diversified tracking and education evaluation system are ultimately aimed at identifying and analyzing the problems in ideological and political education in universities, in order to better carry out high-quality ideological and political education. Therefore, Yunnan universities should make reasonable use of the evaluation feedback mechanism, propose improvement measures based on the evaluation feedback, and play the guiding role of evaluation. For example, adopting an intelligent and scientific education evaluation mechanism system, establishing a diversified tracking and education evaluation system, cannot simply use exam scores as the standard, but needs to clarify the standards of “tripartite evaluation”, comprehensively evaluate the learning process and thinking practice growth process of students, and make reasonable use of feedback mechanisms to promote the high-quality development of ideological and political education through evaluation and feedback, and enhance the vitality of sense of gain.

3.3 Strengthen the integration of reason and emotion

During the research period, when asked about the teaching methods of educators in Yunnan universities, many students pointed out their rigid points and believed that in the process of imparting knowledge, teachers mainly focused on imparting knowledge and did not adopt appropriate situational teaching. Ideological and political education has a rigorous logical starting point, logical nodes, and logical endpoint in theory, emphasizing a teaching model that integrates emotion and reason. Firstly, ideological educators in universities should persuade people with reason, dare to use Marxist language, especially the language of socialism with Chinese characteristics, to fight against erroneous ideas in teaching, explain theoretical logic thoroughly, and interpret truth vividly and thoroughly with logical reasoning. In the public opinion arena of various ideological conflicts, we insist on using positive energy to infect educational objects. Timely pay attention to ideological hot topics, actively voice through offline and online platforms, and guide the direction of social public opinion. We will resolutely fight against various nihilism, use rich factual materials to help students clarify their doubts, spread positive social energy, and enable students to understand the truth of Marxism and deepen their patriotism in ideological and political education activities. However, simply spreading theories cannot touch people's hearts, and reasoning can make students feel “rigid”, unable to generate emotional resonance. At this point, it is necessary to add emotional influence, so that the educational object can cultivate a strong sense of patriotism, cultivate a sense of right and wrong, and abide by morality, benevolence, and righteousness while fully reflecting on the development of their own country and nation, as well as caring for the future and destiny of all humanity. University workers need to clarify what the educational objects want to hear, shorten the discourse distance between “speaking” and “listening”, focus on the common points of the educational object's discourse needs, identify the commonalities and individuality of discourse needs, explain the teaching content in simple and approachable language expressions, and guide the educational objects to establish correct value cognition in equal and harmonious communication and dialogue. Make good use of historical materials, tell stories, and use colloquial allusions to resonate with students; by creating and reproducing scenes, abstract theories can be concretized, breaking down the discourse barrier between the educational subject and the educational object. Simple and touching teaching methods often increase empathy, gather consensus, and silently enhance the ideological and political education sense of the educational object with more appropriate, accurate, refined, and vivid language.

3.4 Adhere to the principle of education as the foundation

During the survey and interview period, a small number of students reported that the current school mostly uses exam scores as the standard, and the phenomenon of “score only theory” has not been completely abandoned. Teachers often pay more attention to students’ grades and ignore the educational goals of ideological and political education, resulting in unclear sense of gain. This is not only a problem inherent in ideological and political education in Yunnan universities, but also a key issue that has not been given enough attention in educational reform. When generating and enhancing the sense of gain in ideological and political education, efforts should be made to avoid this phenomenon. In other words, while instilling theoretical knowledge to enhance one’s sense of gain, it is important to prioritize education and not focus too much on improving student performance. Instead, it is important to balance comprehensive educational goals with student acceptance. The management of ideological and political education should truly focus on educating people. In the process of educational management, it is necessary to follow the laws of ideological and political education, teaching and student growth, with the goal of educating people. We should deepen education and teaching reform, innovate in educational and teaching management concepts, establish a management model of ideological and political education that integrates education, management, service, guidance and consultation, and care, and achieve joint efforts and comprehensive education work pattern. There may be a certain lag in the subjective perception of educational objects towards the generation and improvement of their own sense of gain. If a sense of gain is not generated for a long time, then a lack of sense of gain for a long time is equivalent to a loss, which is vastly different from the expected effect of ideological and political education. The acquisition and internalization of knowledge by students in the process of ideological and political education is an important stage for the generation of a sense of gain. In addition to the innovation of teaching theories and methods, emphasizing practicality can help students test and transform the theoretical content they have obtained in the practical content of ideological and political education, so that they can fully feel the utility and value contained in ideological and political education, and become an important driving force to promote further learning for students.

4 Conclusion

The report of the 20th National Congress of the Communist Party of China clearly regards ideological and political education and values education as the top priority of China’s education work, and regards “running education that satisfies the people” as an internal requirement and key direction for practicing the Party’s original mission. This shows the importance attached to the affinity and sense of gain of ideological and political education. The ideological and political education of ethnic minority college students in border areas has a long-term and complex nature. We should not only grasp the timeliness of ideological education, but also the particularity of the ideological existence of ethnic minority students in Yunnan Province, and carry out targeted ideological and political education work. Not only does it help to clarify the expectations of the Party and the country for young people in the new era, but it can also contribute a practical force to the early realization of the “Chinese Dream” of national rejuvenation.

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