

# The Psychological Application of Curriculum Ideology and Politics

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**Abstract:** *In recent years, due to an excessive emphasis on intellectual and knowledge-based education, other aspects of quality education have been relatively neglected. As a result, children's psychological maturity and the development of their sense of social responsibility have been significantly delayed. Many college students feel that life lacks meaning. The Ministry of Education has successively proposed the requirements of 'Three-Comprehensive Education' and 'curriculum ideology and politics', aiming to return education to its fundamental purpose of nurturing individuals. This article approaches the issue from a psychological perspective, suggesting managing first impressions and utilizing effects such as the exposure effect, proximity effect, similarity effect, and Franklin effect to establish good relationships with students, thereby achieving better outcomes in ideological and political theory courses.*

**Keywords:** Curriculum ideology and politics, Paths of persuasive communication, Reciprocal liking, Similarity effect.

## 1. Introduction

In recent years, China has emphasized the importance of developing morality, intelligence, physical fitness, artistic abilities, and labor skills in a well-rounded manner. However, due to the prevalent utilitarian educational goals in society, intellectual and knowledge-based education has been excessively prioritized, while other important aspects of quality education have been relatively neglected. Studies indicate that the psychological maturity and development of social responsibility in children are significantly delayed, typically not fully achieved until around the age of 30.

It is common for college students to experience 'empty heart syndrome,' a metaphorical term describing a psychological state where individuals feel that life lacks purpose and are unsure of their reason for existing.

Since 2018, the Ministry of Education has successively introduced guidelines for 'Three-Comprehensive Education' and 'curriculum ideology and politics' aiming to return education to its fundamental purpose of nurturing individuals.

'Three-Comprehensive Education' is a Chinese educational policy that emphasizes integrated efforts from all staff, throughout the entire process, and across all aspects. 'Curriculum ideology and politics' seamlessly incorporates appropriate values into the educational process. This involves teachers presenting correct viewpoints or attitudes, aiming for students to accept, and modify their own attitudes and behaviors accordingly. Consequently, whether 'Three-Comprehensive Education' or 'curriculum ideology and politics', these approaches serve as persuasive communications of moral education, both inside and outside the classroom.

## 2. Paths of Persuasive Communication

Barden and Wheeler's 'Fine-Grained Model of Persuasion,' listed in Aronson's book 'Social Psychology,' identifies two primary methods of persuasive communication that can lead to attitude change. The first is the central route, where individuals concentrate on the logic and arguments presented,

carefully analyzing and processing the information. This approach is effective when the content is highly logical and appeals to those deeply interested in the subject and capable of critical thinking. The second method is the peripheral route, where individuals focus on superficial aspects of the information rather than its logical content. For instance, if the speaker appears to be a highly respected expert, people may be easily persuaded regardless of the actual substance of the message. This method is more effective with individuals less engaged with the topic and prone to distraction.

In schools, teachers face students with different motivations and abilities, each requiring different focus areas. To achieve effective outcomes in 'curriculum ideology and politics', it is essential to optimize both approaches, ensuring that students influenced by either method, they can be more effectively persuaded.

The effectiveness of persuasive communication depends on who is speaking, what is being said, and to whom it is addressed. Therefore, it is important to have a deep understanding of contemporary college students.

## 3. Understand Contemporary College Students

Before entering university, most contemporary college students dedicate much of their time to studying cultural knowledge for the college entrance exam. Consequently, they have limited free time to form social connections, which delays the development of their sense of value and significance.

Although they have reached adulthood and can perceive emotions like adults, their mental maturity is significantly delayed. Consequently, they lack the ability to control their emotions and behavior as adults would. They remain relatively fragile and sensitive.

Contemporary college students are deeply influenced by the internet, often relying on it as their primary source of information. This information frequently comes from their peers. Unlike previous generations, they tend to disregard their parents' historical perspectives and experiences.

A person's social attitudes, values, and worldview are formed during their youth and remain unchanged throughout their life. Their growth environments are vastly different from ours, and we must acknowledge that there is a generational gap between us and the new generation of young people. They have more diverse values; as we enter the post-internet era, many of our experiences are outdated. Young people dislike stale preaching, and our preaching holds no value for them.

#### **4. We Need to Understand and Improve in Certain Areas.**

Social psychology research reveals that when we first meet strangers, we are unconsciously influenced by them. If someone makes a positive impression during our initial encounter, we are more inclined to get close to them and are more likely to accept their opinions, subtly influenced by their presence.

##### **4.1 Managing First Impressions**

In understanding others, the initial information we obtain influences subsequent information, known as the primacy effect. First impressions are quickly formed and play a crucial role in social interactions. People generally prefer those who exude friendliness, generosity, and approachability because we all need respect and attention from others in life. In the process of social cognition, we tend to believe our initial conclusions, even if later information indicates that they are incorrect. The impact of first impressions can last for a long time.

Non-verbal communication is one of the factors influencing first impressions. Non-verbal communication can provide ample information about people's attitudes, emotions, intentions, and personal traits. Most of the information we acquire in social interactions is conveyed through non-verbal means.

To enhance the effectiveness of non-verbal communication, many self-disciplines should be cultivated regularly, such as: cultivating elegant posture and speech, maintaining good appearance, learning to manage emotions and listen, developing confidence and leadership, forming good living habits like regular sleep patterns, healthy diet, and exercise, paying attention to details of life and etiquette, focusing on spiritual cultivation like reading classics and participating in cultural activities, maintaining an optimistic and positive attitude, and comprehensively improving self-discipline and cultivation. Of course, it is also important to continuously enrich one's knowledge and skills to build confidence.

By practicing self-discipline in daily life and adjusting ourselves to the best state during classes, managing facial expressions, voice speed, body posture and movements, eye contact, etc., most of the good communication happens before we even speak. I believe doing so will leave students with a good first impression. Consistently improving self-discipline ensures a good presentation whether it's the first encounter or subsequent interactions. This way, 'students will love their teachers and trust their teachings.'

##### **4.2 Exposure and Proximity Effect**

A simple principle of interpersonal attraction is proximity effect. We often observe that as we become more familiar with certain individuals, it becomes easier to form good relationships. The more we are exposed to a particular stimulus, the more likely we are to develop a positive feeling towards it, which is known as the mere exposure effect, provided the first impression is favorable. Human emotions stem from cognition and frequent interaction. If daily interactions decrease, emotions tend to grow distant. Familiarity usually leads to liking. Therefore, during each class, besides managing impressions well, we should also move among the students and frequently chat and interact with them. The more proximity there is, the easier it is to form good relationships.

##### **4.3 Reciprocal Liking**

When we feel recognition or affection from others, we often end up liking them in return, and this reciprocal effect of liking usually occurs without our awareness. Because being liked and recognized concerns our self-affirmation, and self-affirmation is related to our hidden self-esteem level. When self-esteem is encouraged, it narrows the psychological distance.

The expectancy confirmation effect in psychology indicates that our expectations of others can influence their behavior. If we genuinely believe they will excel in a certain area, our attitude and actions imply and affect their attitude and behavior, leading them to become increasingly excellent.

When we observe someone's behavior, it is very easy to attribute their actions entirely to their personality traits. In reality, others' behaviors are significantly influenced by social contexts. Therefore, when interacting with students, it is important to consider the reasons behind their actions rather than making hasty judgments based solely on their behavior. This approach allows for a better understanding of them.

We appreciate those who appreciate us. Whether through verbal cues or non-verbal cues, such as admiring glances, attentive listening, and gentle empathy, we genuinely understand, recognize, and like our students. Only then will they acknowledge our attitudes and viewpoints.

##### **4.4 Similarity Effect**

Numerous studies show that we tend to like people who are similar to us in attitude, interests, values, background, and personality. The more similar someone's views are to yours, the more you like them. Perceived similarity is more meaningful than actual similarity. Compliment their attire and learn their popular phrases. This conveys a friendly signal, showing that I understand you, respect you, accept you, and am willing to integrate with you. This process of building social connections will be twice as effective, and the effect of curriculum ideology will be better.

##### **4.5 Franklin Effect**

When one provides help to others, they may re-evaluate their views of the person being helped, thus generating more positive emotions. In addition, helping behavior may also

trigger social identity and a sense of group belonging, enhances a person's sense of self-worth and achievement, and produces an extended social self. Therefore, it is beneficial to often ask students to help with small tasks and sincerely thank them, which can also shorten the emotional distance between teachers and students.

## 5. Summary

The most beautiful educational scene is when the peaches and plums do not speak, and there is silence at this moment. When you go ahead with the education you believe is necessary without considering the feelings of the learners and without establishing a good relationship, you may only reap enough vigilance and resistance.

We have long been away from our student days, and to us, it may seem like a trivial matter, but to them, it might be a huge deal. We should try to understand them from their perspective, constantly self-aware, updating our social concepts; lifelong learning of interdisciplinary knowledge, such as psychology, may help us in implementing education.

## Acknowledgements

This work was supported by the Project Fund of the Teaching Reform of Beijing Union University "Research on College Students' Learning Engagement under the Blended Teaching Mode" (JK202219) and the Researching Reform of Beijing Union University "The Study of Integrating Ideological and Political Elements into College English Courses" (SK110202003).

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