Research on the Ideological and Political Course of Reverse Psychology around College Students-Based on the Image of Teachers

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Abstract. Ideological and political education in Colleges is an important channel to transfer the mainstream values, to cultivate college students’ patriotic feelings and to build critical thinking mode, which is defined as a public compulsory course. However, with the invasion of new media network and individual western culture, college students show stronger and stronger inverse psychology to ideological and political theory courses. Besides, the mode of traditional ideological and political classroom and teachers’ cognitive has been unable to meet the demands of college students to strive for distinction. This article combine the questionnaire survey, interview and experimental design methods, taking a university in Zhuhai as an example to explore the "the image of teachers". Then we conclude a quality model about Teachers’ competency, which helps us found the influence and solution about "the image of teachers" to the inverse psychology of college students. Further, we combine the current situation of domestic and foreign ideological and political education, exploring the mainstream values of how to find an effective way into the ideological and political education of college students.

Introduction
The ideological and political course as a compulsory course for college students, the teaching content is rigorous, and updating is slow, the information explosion environment can not satisfy the contemporary college students to seeking for knowledge and differences at the ideological and political courses, which would cause ideological and political reverse psychology. Previous studies had seldom to consider the perspective of three-dimensional, which only provide solutions in a single thread. This study try to use the quantitative research method, from the index of “the image of teachers” as the starting point, mixing Organizational Behavior, Information Management, Psychology and other disciplines, spanning seven dimensions of scale, combined with depth interviews and cohort study method, from all the methods mentioned we concluded the image spectrum and competency model of ideological and political teachers. Further, through the discussion of how to reduce reverse psychology of the ideological and political courses and to guide this work accomplish better, which could provide more empirical and theoretical basis for the teachers who teach the ideological and politics.

Research Statuses
The Research on Chinese Ideological and Political Education in the Past Ten Years
Wei Wen-xue (2005) pointed out that the United States, Britain and other countries have attached great importance to the school, family and social and moral environment of the construction and optimization. In particular, the America achieve the "unconscious" education through the optimization of social and school moral environment.

Gao Xin (2013) based on the “Ideological and Political Persuasion Theory”, pointed out that in the perspective of education, the most important and fundamental thing is to “persuade”. Educators need to through different ways and methods, using the combination of art and technology in the form of persuasion education object. We should pay attention to the course "Persuasion", and
integrate it into the ideological and political educational systems, giving full play to the ideological and political persuasion function.

Analyzing systematically, five elements of the persuasion activities in ideological and political education are the communicator, persuasive information, the media of persuasive information, the persuaded target, impact assessment. On this basis, this study analyses the main form of ideological and political persuasion. Then this study discusses the goal, principle, evaluation index and method of the ideological and political persuasion effect evaluation.

Zhou Wei-dong (2016) holds that the social development and changes will bring a large number of Ideological and moral problems. While developed technology and the economy is often powerless, countries have recognized the importance of strengthening the ideological and political education. The United States devoted to the study of how to implement the subject of Civic Education—"political and social theory" gradually formed, and develop rapidly. British ideological and educational circles put forward the "moral education to solve moral problems" slogan, and have set up a special moral education research institutions in some universities, using for teaching materials and teacher training.

**Theoretical Research on the Image of Teachers**

Hou Zhi (2008) put forward the “Ideological and political course” teachers in addition to the general qualities of teachers, should also have some characteristics like love, tolerance, passion, humor, beliefs, personality, keen and alert.

Yao Ben-xian, Wang Zuo-jun (2009) through questionnaires, according to the results of sorting out the teachers should have profound knowledge, rigorous scholarship, looks good, well groomed, special teaching methods, good temperament, and personality charm and so on, forming 21 representative quality and image.

Xu Feng (2013) by using the method of questionnaire analysis, the image of teachers is divided into body image, professional image, teaching quality and personality quality, included 4 dimensions and 16 items, which contained clothing, behavior, language, facial expressions, body condition, work view, student view, learning view, life view, knowledge view, teaching design, teaching implementation, teaching evaluation, moral character, spirit and value orientation.

**The Related Research of Ideological and Political Reverse Psychology**

The term "reverse psychology" was put forward in last century 60s in foreign countries, while our country begins to pay close attention to it after 80s. As early as 1980s, researchers involved in this field and published numerous research articles related to it. But until today, the reverse psychology still is a hot issue in the ideological and political education.

Chen Xin (2007) “reverse psychology research of ideological and political education” pointed out that the foreign studies tend to "reverse psychology" of the definition, measurement and related research focused on the relationship between personality traits, adolescent drug and alcohol dependence, but lack of in-depth research on the reasons of adolescent reverse psychology and the factors of family education.

Li Wei-gang (2010) “ideological and political education of college students’ reverse psychological adjustment” stressed that domestic research started very slowly, mainly focus on the reverse psychological phenomenon of youth education in theory, having not yet formed a unified definition of "reverse psychology", almost no quantitative research. Besides, existing research lack of Chinese teenagers reverse psychology form the quantitative data of the development process, characteristics and harm.

**Experimental Designs**

**Data and Samples**

This paper takes a university in Zhuhai in 2016 as an example, According to the principle of population statistics, select the new students and sophomore, junior students as the sample. The
sample after the following screening: excluding the students who are not in this school, excluding the research object of the students, excluding the abnormal data of students, through the IP positioning technology, to ensure that the redundant data is excluded from the total database.

**Core Concepts and Measurements**

In this study, according to the status of college students reverse psychology, creativity to build a scale model. From the teacher behavior, clothing, verbal expression, knowledge reserves, the number of interactive, teaching methods, assessment methods, seven dimensions to focus on research.

**Model Construction**

![Research on the Ideological and Political Course of Reverse Psychology around College Students-Based on the Image of Teachers](image)

**Questionnaire Design and Analysis Methods**

We use SPSS, EXCEL and other auxiliary tools, the pre-measured after the two test data pretreatment, the use of the following analytical methods:

**Descriptive Statistical Analysis.** According to the seven variables measured by the experiment data analysis, this paper describes the situation of variables through the study of college students on the ideological and political teacher expectations and satisfaction degree of variation.

**Reliability and Validity Analysis.** Scale reliability verification of the status quo and look forward to all Scale questionnaire reliability analysis, the internal consistency coefficient (Cronbach alpha) test scale reliability; testing scale validity using factor analysis method, KMO and Bartlett test, testing scale validity.

**Cohort Study.** We use the longitudinal research method to the research object, freshman as the experimental group, sophomore, and junior students as a reference group. Through the comparison of the freshman and senior students' evaluation of the ideological and political teacher, the
conclusion of the relationship between the ideological and political mentality of the college students and the image of the teacher is concluded.

**Interview Design and Analysis Methods**

**Reasons for Interviews.** As the number of questionnaires should not be too much, and the subject set there are inevitable limitations. In order to understand the reasons that affect the status quo of ideological and political education, we need to consider the influence of factors other than the variables involved in the questionnaire. Therefore, we use in-depth interviews with students who have conducted ideological and political education.

**Interview Problem Design.** Integrated structure interview and unstructured interview, we designed the interview outline according to the actual situation of the surveyed object, and interviewed the subjects by direct interview.

**Interview Object Classification and Selection.** On the sample selection of the interviewees, we use the objective sampling to ensure that the interviewees can provide the maximum amount of information to cover all types of students as much as possible in order to reflect the differences between different groups. In addition, the use of snowball sampling, the purpose of sampling and heterogeneity of sampling to determine some of the interview object, the respondents were asked to meet the interview requirements of the interviewees and their detailed follow-up interviews until sufficient information to collect interviews to achieve Information saturation purposes. The author of the students in the ideological and political classroom interaction motivation and classroom performance as a standard of distinction, the students will be divided into seven types as shown in Table 1, and the performance of the classroom according to the usual third as a distinction, increase the 8th student Type is shown in Table 2.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Interaction Motive</th>
<th>Class Performance</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Score Oriented</td>
<td>Interest Oriented</td>
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<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
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<td>√</td>
</tr>
<tr>
<td>2</td>
<td>√</td>
<td></td>
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<tr>
<td>3</td>
<td>√</td>
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<tr>
<td>7</td>
<td></td>
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</table>

Table 1. Situation of classification in interview results.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Interaction Motive</th>
<th>Class Performance</th>
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<tbody>
<tr>
<td></td>
<td>Score Oriented</td>
<td>Interest Oriented</td>
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<tr>
<td>Student</td>
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<td></td>
</tr>
<tr>
<td>8</td>
<td>Other Courses</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Ideological and Political Course</td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Table 2. Situation of adding classification in interview results.

**Interview Results Analysis.** In view of the large amount of interview data, we have refined the contents of the interview and collated, extracted valuable information.
The Experimental Results

The Situation of Questionnaire Collection

Descriptions on Questionnaire Recall on expectation of Ideological and Political Teachers' Image. To investigate the expectation of freshman to ideological and political courses by Questionnaire, a total of 379 questionnaires were collected from 379 questionnaires, including 282 valid questionnaires. After organizing the questionnaires and collecting, according to the reliability and validity analysis, we can prove that the questionnaire has good reliability and validity, the results are as follows:

Table 3. Result of the reliability and validity analysis of freshmen’s expectation degree on ideological and political course.

<table>
<thead>
<tr>
<th>KMO</th>
<th>Bartlett Significance</th>
<th>Number of items</th>
<th>Cronbach Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td>0.500</td>
<td>2</td>
<td>0.542</td>
</tr>
<tr>
<td>Dressing</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Speech expression</td>
<td>0.500</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Knowledge reserve</td>
<td>0.624</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Interaction</td>
<td>0.500</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Teaching method</td>
<td>0.500</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Assessment method</td>
<td>0.500</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Totality</td>
<td>0.902</td>
<td>0.000</td>
<td>0.874</td>
</tr>
</tbody>
</table>

Descriptions on Questionnaire Recall on the present situation of Ideological and Political Teachers' Image. We used the same questions as the survey around freshman to carry out a questionnaire survey on senior students in a university in Zhuhai. We changed the type of questionnaire from expectation to status quo and used the Likert scale. First of all, 100 copies were distributed and the reliability and validity of the questionnaire were analyzed.

Table 4. Result of the reliability and validity analysis of upperclassmen’s satisfaction degree on ideological and political course status quo.

<table>
<thead>
<tr>
<th>KMO</th>
<th>Bartlett Significance</th>
<th>Number of items</th>
<th>Cronbach Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td>0.500</td>
<td>2</td>
<td>0.799</td>
</tr>
<tr>
<td>Dressing</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Speech expression</td>
<td>0.500</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Knowledge reserve</td>
<td>0.679</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Interaction</td>
<td>0.500</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Teaching method</td>
<td>0.500</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Assessment method</td>
<td>0.500</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Totality</td>
<td>0.932</td>
<td>0.000</td>
<td>0.940</td>
</tr>
</tbody>
</table>

We found that the questionnaires were reliable and valid, and 350 questionnaires were sent out in senior high school. 350 questionnaires were retrieved and 346 valid questionnaires were collected.
Analysis of the Expectation and Status Quo of Ideological and Political Teachers' Image

Figure 2. Contrast of expected value and present value of ideological and political teachers’ image in university.

Figure 2 shows the contrast between the expected value and the present value of Ideological and Political Teachers’ Image in university. The upper polyline is the average value of expectations from freshmen and the following line is the mean of status quo from upperclassmen.

(1) Behavior

Figure 3. Score Distribution of Expectation and Status Quo of "Behavior".

In the subject of behavior on teachers, the expectation value of the freshman that Ideological and Political Teachers adjust their personal mood (accurately grasp and adjust the students’ emotions, have patience with the students) in time is 4.8. What’s more in “elegant speech and behavior, decent manners” of Ideological and Political Teachers, the average value of expectations is 4.54. But the students who have received ideological and political education have decreased their satisfaction to 3.74 and 3.97 respectively.

Figure 3 shows that the solid circles represent the degree of expectation of the "Behavior" of the ideological and political teachers, and their distribution is between 4.0-5.0, while diamond-shaped representation of satisfaction of the status is more distributed between 3.0 and 4.5. We can see that the ideological and political teachers’ image in the behavior of the expectations higher than the status quo value.

(2) Dressing
The students showed a significant difference between expectation and present situation in dressing appropriately, temperamentally, charismatically of ideological and political teachers, and the mean value decreased from 4.52 to 3.72.

Figure 4 shows that the solid circles are more distributed between 4.0 and 5.0, while the diamond-shaped are more distributed between 3.0 and 4.0, we can see that the expectation value of the ideological and political teachers is higher than the present value.

(3) Speech Expression

Comparing the two questionnaires about the part of teachers’ speech expression can be seen that the students showed a significant difference between expectation and present situation in speech expression. Including the ideological and political teachers’ abilities of speech expression are strong (Explain clearly, explain the profound things in a simple way, have the appeal). In addition, ideological and political teachers in class full of energy, full of passion, passionate, profound, and logical. The mean value significantly decreased from 4.84 to 3.88, down from 4.8 to 3.88.

Figure 5 shows that the distribution of the expected value is more concentrated in the 4.5-5.0, and the current value is fluctuated between 3.0 and 4.0. We can see that the expectation values of speech expression in ideological and political teachers’ image are higher than present value.

(4) Knowledge Reserve
The three questions including “Ideological and political teachers have rich knowledge, superb teaching skills.”, “Ideological and political teachers have wealthy social experience and life experience to use their own insights into teaching to make their classes contagious and persuasive.” and “The ideological and political teacher do things better, pursue perfection and try the best to solve the problem.” The expectation and status quo of these three questions decreased from 4.82 to 3.92, from 4.8 to 3.91, from 4.6 to 3.76.

Figure 6 shows that solid circles are more distributed between 4.25-5.0 and diamond-shaped between 3.0-5.0. As a result, the expectation value of knowledge reserves in the image of ideological and political teachers is higher than the present value.

(5) Interaction

On the measurement of interaction dimension of ideological and political classes, the first is “Teachers are approachable and good at communicating with students.” The second is “The teachers are good at organizing discussions in class, giving students the right to speak to have good interaction with students and having a degree of control.” Their expectations and the status of the mean value significantly decreased from 4.79 to 3.92, 4.52 down to 3.71.

Figure 7 shows that solid circles are more distributed between 4.0 and 5.0, while diamond-shaped are more distributed between 3.0 and 4.5. We can see that the expectation value of interaction in the image of ideological and political teachers is higher than the present value.

(6) Teaching Method

About the measurement of the teaching method of the ideological and political teachers, the first is “Ideological and political teachers have the ability to judge the right social events to correctly guide the students by reasonable points.” The second is “Ideological and political teachers note the accumulation of material in daily life to make their classes fresh that the students can accept
knowledge easily instead of reading according to the copy.” Their expectations and the status of the mean value significantly decreased from 4.76 to 3.84, 4.80 down to 3.82.

The results of Figure 8 show that the solid circles are more distributed between 4.5 and 5.0, while diamond-shaped are more distributed between 3.0 and 5.0. It can be seen that the expectation value of the teaching method in the image of ideological and political teachers higher than the present value.

(7) Assessment Method

According to the data analysis of the way used by the ideological and political teachers, the mean values of expectations like “The teachers evaluate a student's performance in several ways.” and “The assignments of teachers are not only limited to writing papers but also organize social practice.” significantly decreased from 4.48 to 3.69, 4.54 down to 3.27.

The students' expectation of the teacher's examination method is more distributed in the 4.0-5.0, and the current value is distributed among the 3.0-4.0. Therefore, the expectation value of the behavior of the ideological and political teachers’ image is higher than the present value.

Teachers’ Competency Quality Model

As shown in Figure 10, a teacher's image includes seven dimensions, such as behavior, dressing, etc. Factor has a positive and negative impact on the shaping of the image of ideological and political teachers.
Conclusion

Result Analysis

We issued questionnaires for 383 students in 2016 level of a university in Zhuhai that based on the seven dimensions of the image of teachers. The questionnaires are about the expectation degree of ideological and political teachers. Finally we recovered 282 copies effectively. 350 questionnaires about satisfaction were sent out in senior high school. 350 questionnaires were retrieved and 346 valid questionnaires were collected.

**Dressing.** Sixty-one percent of the freshmen are expecting a high degree of attitudes toward the teacher. They want teachers to dress appropriately, temperament, charm, which fit the "ideological and political teacher" of this career-specific attributes. In the structured interview, a number of students said that the slovenly or dirty clothes of the ideological and political teacher resentment. They think this is not consistent with the specific image of the ideological and political teacher - with temperament integrity, elegant style and rigorous visual effects. The “specific image” refers to the temperament of integrity, elegant style, Zhou Zheng rigorous visual definition. But we learned that they are not many other strict clothing requirements to other teachers.

**Knowledge Reserve.** In the analysis of the expectation value of knowledge reserve of university teachers, 85% of the freshmen have the highest expectation value of knowledge management and teaching skill. But in the interview, we learned that the seniors are not really looking forward to education of the teacher's knowledge ability. They focused on whether the teacher has rich social experience and life experience, whether put their own comprehension application into teaching. They pay more attention to ideological and political teacher of social experience and life experience, life experience of experience, the theory of interesting expression. This can enhance the teaching of the appeal, persuasive. All in all, the students who just enter the university have not yet systematically accept the ideological and political educations have higher academic aspirations of the ideological and political teacher. For a philosophy of strict logical thinking and inductive
reasoning class, the students expect is not simply lecturing the theory, but tend to knowledge but
without losing the humor of the lecturer.

Speech Expression. Language expression skills are the basic requirement of teachers. Correspondingly, the students asked the ideological and political teacher's speech skills more excellence. In the interview, some students said that if the ideological and political teacher to maintain a high degree of emotional fullness, the use of appropriate phonetic intonation, then the theoretical lesson will become lively and interesting. The enthusiasm and participation of the lecturers have also been improved.

Behavior. 84.4% of the freshmen thought that the behavior of ideological and political teachers should be measured and adjust their personal emotions and do not show obvious political orientation and extreme views. In the early participatory observation, we recorded the teaching characteristics of different ideological and political teachers, some teachers pointed out the shortcomings but able to retract easily. Some individual teachers will keep self-supporting on some theory or political hotspot, to enlarge or reduce the focus of social issues. This led to students often complain that the ideological and political class became a teacher to show eloquence of the theater. It has changed the nature of the mainstream values, so the proper behavior is an important indicator to judge the ideological and political teachers.

Interaction. In the aspect of teacher-student interaction, 82.3% of the students thought that the teacher should be approachable, be good at and be happy to communicate with the students, and over 80% of the students do not like the teachers to use serious and rigid language or stick to the textbook knowledge. Later, in the structural interview, some students put forward if the ideological and political teacher is only buried in the podium to play PPT and video, without interaction in the class, he would prefer to truancy with a high-risk or spend a high-price to ask somebody else to replace himself to the class but not willing to endure the boring 3 class-period Lessons. In addition, some respondents admitted that they themselves and the surrounding students in the class showing a state of ideological and political rebellion, even if there is a policy that the class interaction will get students high marks, they still do not want to participate in interaction. This means that the reason why students have ideological and political rebellious psychology, not only from the conflict to the boring theory of ideological and political, but also from the ideological and political teachers "teaching methods, teaching interactions aspects of the reasons. Therefore, we believe that the class performance can be improved by increasing the number of video playback, designing games, telling jokes, and other forms.

Countermeasures

To Build Equal and Harmonious Relationship between Teachers and Students. People generally believe that the teacher's task is to the set up standards of teaching, choose the method of teaching method, etc. And the responsibilities of the students just to learn, this is the psychology of "Anchoring Effect".

Anchoring effect means that people are susceptible to the first impression or the first information when they make judgments on someone or something, like anchors anchored to the seabed as people's ideas fixed somewhere. But this kind of relationship between teachers and students are not suited to the current situation of education reform and innovation under the new environment. Especially as college ideological and political teachers, it has special attributes of the group. They should pay attention to teacher-student relationship. Organizational behavior pointed out that external variables such as teachers' image and interaction are the "stimulus" in the classical conditional reaction, and the positive reinforcement often causes the students to improve their enthusiasm and initiative. Therefore, to meet the students' feelings and needs, to construct the equal relationship between teachers and students is to improve the ideological and political rebellious mentality and solve the current ideological and political education difficult problems.

Building the Ideological and Political Teacher Competence Model. The concept of "image" is broad. It refers to the artistic image formed by language as well as the concrete form or gesture of human thought or emotional activity. The external image of the ideological and political teacher is
not only derived from the mastery of knowledge, but also deeply influenced by the individual accomplishments. In the course of ideological and political education, more teachers ignore the latter, thinking that as long as the preaching can be achieved, but most important is “doubts”. The single ideological and political course with the method of spoon-feeding is only a simple copy and paste of Marxism-Leninism and Mao Zedong Thought, and it is not creative and sustainable for ideological and political education. This is far from the ideological and political teachers to meet the needs of students of high-level image.

**Internal Motivation is the Main, External Incentives are Secondary.** Teachers often use external incentives as the main means to stimulate students to actively participate in the classroom, but these methods cannot be lasting and effective to maintain interest in student learning, and sometimes make it reverse psychology. Therefore, it is one of the important ways to improve the teaching effect by using the incentive mechanism correctly. The study found that some students pay more attention to the feedback than the scores given by the teachers. Based on this, we think that in the course of ideological and political education, the teachers need to analyze the content of the students' speeches carefully and dig the correlation between the speakers and other participants and act as a "go-between" role. In this way, improving participation and promote class discussion. Further, to increase the internal motivation to learn the content of Ideological and political. In combination with the Hawthorne effect, we believe that teachers' attention to students can arouse their enthusiasm for learning. And this kind of action is more effective than the bonus mechanism.

**Defect and Subsequent Research**

Because this study attempts to quantify the variables while the domestic empirical method on “The Influence of Teachers' Image on the Ideological and Political Rebellion” is less. So it is worth to explore and improve further in the attempt and practice.

1. *On the Limits of Time Span.* This study contrasts data from students of different grades, and may have group differences, with no control over the "time" variable.

2. *On the limitations of the questionnaire.* The questionnaire used in this study is mainly based on the ideological and political class but there is no comparison with other classes. That cannot be a good description of student rebellion in the ideological and political classroom unique. Also, cannot highlight the special nature of ideological and political teachers.

Based on the shortcomings of this study, subsequent studies will track the pre-measured objects over a time span to get the group's follow-up data. Compared with the characteristics of the group vertically, it is helpful to promote the research more scientific and rigorous. In the design of the questionnaire, subsequent studies can be incorporated into the performance of other classes and students’ views on teachers to highlight the special nature of ideological and political class and the unique nature of the those teachers. In this way, to better amend the reverse psychology in ideological and political course and applied to college ideological and political education practice.

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