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A Study on the Cultivation and Enhancement of Psychological Qualities of Ideological and Political Educators

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Abstract: The process of ideological and political education is, in essence, a process of psychological interaction between educators and learners, and the psychological qualities of educators influence those of learners to a considerable extent. The effectiveness of ideological and political education work directly affects the practical effectiveness of ideological and political education. As the principal agents of ideological and political education, ideological and political educators possess psychological qualities that affect not only themselves but also exert a substantial influence on learners. Therefore, effective psychological intervention and guidance for educators engaged in ideological and political education constitute an important way to improve the effectiveness of such education. Beginning with an analysis of the role played by the psychological qualities of ideological and political educators in the educational process, as well as existing problems, this paper proposes approaches for improving the effectiveness of ideological and political education and for cultivating and enhancing the psychological qualities of ideological and political educators.

Keywords: Ideological and political educators; Psychological qualities; Cultivation; Enhancement

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1. Relevant concepts and theoretical foundations

1.1. Meaning of psychological qualities

Psychological qualities refer to an individual's psychological traits, abilities, and states, which together influence behavior, ways of thinking, and emotional experience. They are the stable and consistent psychological characteristics manifested by an individual. As a combination of multiple elements, they reflect the quality of an individual's personality, the soundness of individuality, and the level of psychological competence. These qualities include emotional stability, self-awareness, resilience under pressure, empathy, and positivity. Such psychological characteristics may be innate, but they can also be developed and improved through acquired experience and training.

1.2. Functions of psychological qualities

Ideological and political educators have a dual identity: they are both agents of ideological and political education and recipients of education themselves. As ideological and political educators, they must possess not only strong patriotic feelings and a spirit of dedication, but also noble ideological qualities, a healthy psychological state, and sound moral character. Psychological qualities therefore constitute an indispensable part of the competence structure of ideological and political educators and are of particular importance to them.

2. Current problems in the psychological qualities of ideological and political educators

Ideological and political educators are the principal agents who conduct ideological and political education, and their psychological qualities play a decisive role in its effectiveness. However, in current ideological and political education work, some educators exhibit certain psychological problems.

2.1. Feelings of inferiority and excessively low self-evaluation

The psychological quality of ideological and political educators is of great significance to the teaching effect and the influence on students. Inferiority and low self-evaluation are psychological problems that some educators may face. These problems not only affect the mental health of educators themselves, but also may have a negative impact on the quality of teaching and students' learning experience. Some ideological and political educators believe that their ideological level, professional ability and moral cultivation are not commensurate with their social status. After long-term living and working in an environment characterized by inferiority, depression, and anxiety, it is easy to produce psychological pressure of "not being accepted by society, not being accepted by yourself", resulting in a serious sense of inferiority. Therefore, some ideological and political educators will show psychological characteristics such as "low self-esteem", "low self-confidence" and "low self-esteem" when carrying out ideological and political education.

2.2. Unclear understanding of their own role

Some ideological and political education workers regard their work as simple and repetitive manual labor. They regard students as the object of education, and regard their work only as teaching students how to behave and how to learn, without recognizing their responsibilities and obligations as educators. Therefore, when they make mistakes in their work, they may take a negative attitude. If ideological and political educators do not have a clear understanding of their own role positioning, it may have a negative impact on the teaching effect and interaction with students. This role ambiguity may come from a variety of factors, including unclear career expectations, lack of professional development opportunities, or uncertainty within the education system.

2.3. Excessive psychological pressure

The psychological pressure faced by ideological and political educators is an important issue. This pressure may come from a variety of factors, including professional responsibility, student behavior, and social and parental expectations. Some ideological and political education workers are under great pressure. In addition to the considerable pressure they bear in their work, they must also cope with the different psychological

needs of different learners at different stages, which requires good psychological and professional ability. However, some ideological and political educators have limited psychological endurance. When facing learners of different groups, they often show obvious emotional fluctuations and inner conflicts. This not only affects the health of teachers, but also may affect the quality of teaching and students' learning experience.

3. Psychological qualities ideological and political educators should possess

As the organizer and implementer of ideological and political education activities, ideological and political educators shoulder the important task of cultivating students' political consciousness, moral quality and social responsibility. The level of their psychological quality plays a decisive role in the effectiveness of educational activities. Good psychological quality can help teachers promote their own development and improve teachers' education and teaching [1]. Ideological and political educators in ideological and political education activities should have the following psychological qualities:

3.1. Firm convictions

In the complex and ever-changing social life, faith is the spiritual pillar that makes people unswervingly follow the socialist road, and it is also the spiritual power source and moral basis of all human activities. Ideological and political educators do need firm belief, because one of their main responsibilities is to convey the core values of socialism and impart knowledge and theories about the state, society, law, civic responsibility and so on to students. Firm belief not only refers to the trust and loyalty to the national political system and ideology, but also includes the love and commitment to the education profession. First of all, a core task of ideological and political education is to cultivate students' political consciousness and moral concept. If educators themselves have a firm belief in these principles, then their sincerity and enthusiasm in teaching will be more likely to influence and inspire students, making it easier for students to identify with and accept these values. Secondly, in today's diverse and complex social environment, ideological and political education often faces challenges from different viewpoints and ideologies. Faithful educators can maintain their own position and clear educational direction in the face of disputes and challenges, so as to carry out educational tasks more effectively and maintain the authority and integrity of education. Third, educators' own behavior, attitude and speech affect and shape students' values to a great extent. If educators show a firm belief in the core values of socialism, they can become students' moral example and guide students to form a correct world outlook, outlook on life and values.

3.2. Lofty ideals

The lofty ideal can guide people to struggle towards their own goals, and ultimately realize their own value of life, but also produce a strong spiritual motivation. This ideal refers not only to the desire for personal career development, but more broadly to a deep understanding and commitment to the country, society, culture and morality. The lofty ideal enables people to bravely move forward without fear of difficulties and to treat life with a positive, optimistic and upward attitude. First of all, the lofty ideal provides a clear educational goal and direction for ideological and political educators. These goals are not limited to academic achievement; it is more important to pay attention to the cultivation of students' sense of social responsibility, civic awareness and moral values. The ideal guides educators to consistently focus on better serving students' all-round development and broader social progress when choosing teaching content and methods. Secondly, lofty

ideals can stimulate the enthusiasm and motivation of educators in daily teaching and student development. In the face of the inevitable challenges and difficulties in education, ideals can be used as a spiritual support to help educators maintain a positive and persistent attitude. Third, the lofty ideal enables educators to transcend the surface transmission of knowledge and achieve a deeper level of ideological enlightenment and spiritual formation. This kind of in-depth education is more likely to touch students' hearts and promote students' reflection and growth.

3.3. Sound moral character and psychological competence

Good moral quality is the quality that individuals must have and uphold in social life. Ideological and political educators should maintain a high moral standard and strong psychological endurance, because ideological and political education may face pressure and challenges from students, parents or society. Educators with strong psychological resilience can effectively cope with this pressure, maintain their mental health, and thus more effectively fulfill their educational responsibilities. In the work, we should put the interests of the party and the people first and oppose all forms of negative corruption. First of all, good moral qualities such as honesty, integrity and fairness can win the trust and respect of students, which is the basis for establishing an effective educational relationship. Secondly, educators should take responsibility for students' learning and growth. A sound moral character helps them make correct and responsible decisions in the face of educational ethical dilemmas. Third, by maintaining the consistency of words and deeds, educators can directly influence and shape students' moral concepts and behavior habits, and become their moral example.

4. Approaches to cultivating and enhancing the psychological qualities of ideological and political educators

The psychological qualities of ideological and political educators not only directly affect the effectiveness of ideological and political education but also, to a large extent, influence the psychological qualities of learners. Therefore, ideological and political educators should actively strengthen self-cultivation and continuously improve their own competence; actively use scientific methods to guide educational practice; and pay attention to cultivating and exercising their personal qualities while maintaining a positive, optimistic, healthy, and progressive mindset. At the same time, the cultivation of psychological qualities should be integrated with the individual development of learners in order to stimulate learners' sense of agency and capacity for self-education. The principles of gradual progression—from the simple to the complex, from the superficial to the profound—should be followed so that psychological qualities can be improved step by step and educators can gradually adapt to the working environment of ideological and political education. Specifically, the cultivation and enhancement of the psychological qualities of ideological and political educators should proceed in four areas: theoretical study, role-model demonstration, creation of a favorable environment, and optimization of educational models.

4.1. Strengthen theoretical study and enhance psychological competence

Strengthening theoretical study and psychological competence is one of the important measures for cultivating and enhancing the psychological qualities of ideological and political educators. Ideological and political educators should continuously strengthen theoretical study, arm themselves with advanced

scientific theories [2], and improve their psychological qualities and competence. They should keep abreast of the new requirements and tasks put forward by social development in the new era for ideological and political education, consciously adjust their mentality, constantly improve themselves, enhance their sense of professional honor and responsibility, and improve their comprehensive quality. First of all, ideological and political educators should systematically study educational theory and psychology. They should strengthen the study of educational psychology, developmental psychology, cognitive psychology and related fields of knowledge, in order to better understand the students' learning needs and psychological development. Through the study of resilience theory and stress management techniques, teachers' ability to cope with professional challenges can be improved. Second, teachers are encouraged to form learning groups and regularly exchange opinions, experiences and challenges. This kind of peer support not only contributes to the accumulation of knowledge, but also contributes to emotional support. When using the newly learned theory, teachers should constantly reflect on its effectiveness in practical teaching and adjust teaching strategies through case discussion or supervision feedback. Third, promote mental health education. The mental health education module should be included in the teacher training program, emphasizing the importance of self-care, and teaching effective techniques for self-regulation and emotional management. Teachers should also be trained to identify and support mental health problems.

4.2. Give full play to role-model demonstration and strengthen psychological energy

Model demonstration is a positive psychological activity, influencing and providing ideological guidance [3]. Giving full play to the exemplary role of role models and enhancing psychological energy is an important way to improve the psychological quality of ideological and political educators. By setting a positive example, teachers can not only motivate students, but also strengthen their psychological resilience and positive energy in the process of self-improvement. Ideological and political educators should pay attention to establishing a positive image and authority, and constantly improve their own quality and ability. They should set an example for students with firm political belief, lofty ideological realm, sound moral quality and personality charm, and strive to become an example for students to learn and follow. Teaching by precept and example is very important for ideological and political education workers [4]; educators should demonstrate enthusiasm through consistency in their behavior, attitudes, and words. When facing challenges and difficulties, they should demonstrate coping strategies and perseverance, thereby showing students how to manage pressure and setbacks effectively. Secondly, by sharing their own learning experience and the importance of continuous learning, teachers can encourage students to realize that learning is a continuous process. By participating in and sharing the experience of professional development activities, teachers can show how to actively adapt to changes and challenges in the field of education. Third, teachers should use encouragement and positive feedback to help students build self-confidence and positive self-image. By sharing stories or successful experiences that overcome personal challenges, teachers can convey the message of resilience and sustained effort, and create a safe and open environment in which students feel able to express their emotions and thoughts. Such an environment can in turn enhance the teacher's own psychological energy.

4.3. Create a favorable environment and strengthen psychological confidence

Creating a good educational environment is the key to improving the psychological quality of ideological

and political educators. Ideological and political educators should actively participate in the construction of campus culture and social practice activities, and cultivate the sensitivity and adaptability to the changes of the surrounding environment. Ideological and political education is a complex system engineering; its effectiveness depends largely on the psychological ability of educators, educational ability, educational methods and educational technology, and other factors. In practice, ideological and political educators should establish self-confidence and self-belief, and overcome bad psychology such as inferiority and conceit. First of all, school administrators should strive to create a working environment characterized by trust and respect, encourage collaboration and mutual support among teachers, and provide regular team-building activities and professional development opportunities to strengthen the connection and professional identity among teachers. Second, schools should advocate an open and inclusive culture to ensure that all teachers and students feel valued and accepted regardless of their background. Diversified and inclusive activities such as cultural festivals and seminars can be organized to enhance understanding and respect within the school community. Third, students, parents, and education workers play their respective roles and jointly support students' education and development [5], which can in turn enhance teachers' confidence and career satisfaction.

5. Conclusion

Ideological and political education is a complex social system engineering, which requires educators to have good psychological quality. In the work of ideological and political education, the psychological quality of educators is a basic requirement for ideological and political educators, which affects the development of ideological and political education activities. In the process of carrying out ideological and political education, we should constantly strengthen the cultivation and improvement of educators' psychological quality. In the work, educators should have firm ideals and beliefs, noble professional ethics, a strong sense of responsibility, strong psychological ability, and personality charm. They should influence, motivate and guide students with sound psychological quality and noble personality strength, and take learning to be a person and doing things as their lifelong pursuit. Therefore, we should focus on improving the psychological quality of ideological and political educators from four aspects: theoretical learning, model demonstration, environmental optimization and educational model innovation. Only in this way can we cultivate a team of high-quality, professional ideological and political educators, generate strong spiritual and moral strength, and make ideological and political education better play its important role in realizing the Chinese dream of the great rejuvenation of the Chinese nation.

Disclosure statement

The author declares no conflict of interest.

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