Research on Optimization Strategy of College Students' Ideological and Political Education in the "Z era" Based on Self-determination

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Abstract: The concept of ideological and political education is highly valued in universities. In the "Z era", optimizing ideological and political education is an urgent need for college students. This paper explains the main behavioral characteristics of college students in the "Z era", combined with the characteristics of ideological and political education, explores the satisfaction of students' autonomy, competence and relatedness to improve students' learning motivation. Under the satisfaction of autonomy, competence and relatedness, researching on optimization strategies for students' ideological and political education is carried out, thereby promoting the internalization of students' ideological values and assisting their comprehensive development.

Keywords: Z-era college students; Self-determination; Ideological and political education

The "Z-era" refers to a generation of people born between 1995 and 2010, having been greatly influenced by the Internet. Today, almost universities are "Z-era" college students. With the reform of higher education, the country has increasingly attached importance to ideological and political education, so a comprehensive understanding of the characteristics of students is necessary to promote ideological and political education, improve awareness, enhance comprehensive strength, and become responsible successors.

1. Main characteristics of college students in the "Z era"

1.1 Proud personality and a desire for identification

A common attribute of young people in the new era is their prominent personality and a sense of longing for identification[1]. In the "Z era", them pay more attention to themselves, attracting collective attention and recognition through their own expressions, but failing to balance their own needs and their cooperation. So the subjectivity of students' acquisition of knowledge should be considered to enhance the educational cultivation[2].

1.2 Lacking of cooperation and poor in mental health level

Due to the only children of most of the "Z era" college students. Family education pursues students' self-development and neglects the unity and cooperation, leading to the fragile personality and degradation of social skills[3]. They have poor resilience to setbacks, weak psychological tolerance, and are discouraged when facing more failures[4]. It's difficult to balance adaptability education, academic pressure, and interpersonal communication, resulting in psychological crisis. The proportion of college students suffering from psychological diseases has steadily increased, such as depression and anxiety[5].

1.3 Strong patriotism and lack of ideals and beliefs

The "Z era" college students are influenced by various values and cultures. Through the influence of social public opinions and school patriotism education, students can experience patriotic values and the essence of cultural traditions through activities But influenced by the multiple cultures, they lack of a sense of faith and perseverance in sorting out beliefs.

1.4 Strong online social skills and poor communication skills

Z-era college students enjoy the stimulation of novel things through curiosity, and become addicted to social circles with the internet, resulting in poor social integration among students, When interacting with others in reality, they become overly sensitive and rebellious, and necessary communication and collaboration methods are lacking.

2. The Connotation and Dimension of Self-determination

Self-determination theory is a motivational process theory, proposed by psychologists Deci Edward L. and Ryan Richard M. in the 1980s. It holds that every individual has an innate, intrinsic, and constructive tendency to improve and integrate themselves, emphasizing the satisfaction of students' basic psychological needs. The author proposes that students' learning motivation can be improved in ideological and political education by satisfying the three basic psychological needs.

2.1 Satisfaction of autonomy

Firstly, autonomy places great emphasis on learners' willingness, it means that learning activities chosen by themselves has a significant promoting effect on their ability and interest, stimulating their internal motivation. Activities based on their inherent interests are key to acquire moral and ideological education, and in the process individuals get their own initiative and sense of value.

2.2 Satisfaction of competence

Competence refers to the need for individuals to control their environment. Individuals need to experience a sense of competence in learning activities when they are proficient in completing certain activities. This process enhances students' self-efficacy, improves abilities, stimulates and internalize learning motivation.

2.3 Satisfaction of relatedness

The relatedness refers to the supporting from others in the process of engaging in activities. The demand for belonging, mostly coming from the care of classmates and teachers are met, they will feel a certain sense of belonging psychologically, which can effectively stimulate their internal learning motivation. collaborating and communication can promote the internalization of ideological and political education.

3. Optimizing the strategy of ideological and political education for college students in the "Z era" based on self determination

3.1 Satisfying autonomy to optimize strategies for Students' Ideological and Political Education

3.1.1 Integrating theory with practice to promote personalized development

College students in the "Z era" pursue innovation. Due to the indoctrination education from a theoretical perspective and the disconnect between educators' thoughts and students' current needs, counselors and teachers should update their educational concepts. Therefore, motivation should be stimulated in theoretical field closely combining theory with practice.

Ignoring the development and changes of students, it's not easy to achieve the education goals of ideological and political education. The spoon feeding education brings reverse psychology, therefore, we should take into account the current students' cognitive level and internal requirements from the perspective of curriculum setting and classroom time allocation, such as combining knowledge with current social experience, taking the creative classroom as a goal, and different feedback mechanisms as the stimulation points for personalized growth, to actively acquire knowledge.

3.1.2 Keeping up with the times and achieving diversification

With society developing rapidly, the channels to obtain information are constantly expanding, online information can also cause some college students to lack faith and distort their values [4]. In the field of ideological and political education, compared with single educational carrier, through peer sharing, educational lectures, model demonstration and learning in games, they may meet the needs of active participation, then tap more value in the process of activities and experiences.

3.1.3 Promoting learning through culture and rectifying the learning atmosphere

The cultural heritage of universities is also a key concern for students' growth and success. In the "Z era", college students admire individual expression and the transmission of campus invisible culture. A good academic atmosphere inspires students to keep moving forward and prevents the emergence and development of uncivilized behavior and tendencies. Forming a good academic atmosphere requires a scientific and systematic management, continuous accumulation and subtle influence required the joint efforts of colleges.

3.2 Satisfying competence to optimize strategies for students' ideological and political education

3.2.1 Strengthening the exemplary role of party members

It combines ideological and political education in universities with party spirit education to enhance the sense of responsibility of the party members[6]. Based on Bandura's social learning theory, the vanguard and exemplary role will subtly stimulate interests and ideological consciousness of ordinary students. Firstly, party members organize activities, through which they convey the positive public opinion to the classes, so as to improve their own competence. Secondly, students are more willing to target

imitative learning under the stimulation of the example, so as to meet the needs of competence, to promote the internalization of education.

3.2.2 Optimizing educational methods

It is necessary to clarify the goals and directions, to correctly handle various contradictions between the education system and methods, to formulate feasible training plans based on the characteristics of college students themselves. students learn by doing and experiencing, and become planners and organizers of activities. They should internalize their ideological consciousness in activities and competitions, and permeate core values and ideological concepts into all aspects of their lives to unleash their subjective initiative to achieve greater value for students' development.

3.3 Satisfying relatedness to optimize strategies for students' ideological and political education

3.3.1 Optimizing campus culture

Campus culture reflects the spiritual outlook of a school. Through top-level design, ideological guidance, class culture, and party history education, a unique campus culture is established to build trust, cohesion, and value beliefs through activities. Ideological and political education should be in all aspects of moral education. The construction of school culture is conducive to students' subtle acquisition of moral character and cultivation, and allows them to actively get belonging and identification, thereby taking theory into practice and shaping their correct values.

3.3.2 Updating activity methods

With the continuous growth of the scale of college graduates, college students are facing increasing pressure from society and life[4] Due to a weak sense of belonging and fragile emotions in social group. Psychological counseling, class and group collaboration, and activities are good tools to build students' dormitory and class culture, to achieve student cohesion, and to meet their belonging needs. Efforts to be made gain a sense of belonging, thereby promoting the internalization of ideological and political education.

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