

## An Empirical Study on the Influencing Factors of University Students' Sense of Gain in Ideological and Political Theory Course -- Take the Course of "Ideological and Moral Cultivation and Legal Basis" as An Example<sup>[1]</sup>

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**Abstract:** The self-made questionnaire was administered to a random sample of 1000 undergraduates, the result of data analysis shows that the "Mechanism model of influencing factors on university students' 'Basic Course' gain" proposed in this paper can partly explain the influence of personal, family, school and social factors on college students' "Basic Course" acquisition; The factors of family, school and society are the external factors which affect the students' sense of gain of "Basic Course", and the personal factors are the internal factors which affect the students' sense of gain of "Basic Course"; External factors act through internal factors. Based on that, this paper puts forward some suggestions and countermeasures to enhance the sense of gain of university students' "Basic courses".

**Key words:** "Ideological and Moral Cultivation and Legal Basis"; sense of gain; influencing factors

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### I. Raising of Questions

"Sense of gain" has become a hot word in various fields, following the first mention of the term "Sense of gain" by

General Secretary XI at the 10th meeting of the Central Leading Group for Comprehensively Deepening Reforms.<sup>[3]</sup> In response to the request made by General Secretary XI at the National Conference on ideological and political work in colleges and universities that ideological and political work should be carried through the whole process of education and teaching, and that it should be carried out in a comprehensive way, the Ministry of Education has designated 2017 as "The year of teaching quality of ideological and political theory courses in colleges and universities"<sup>[4]</sup>. As an important evaluation criterion to evaluate the effect of ideological and political courses<sup>[5]</sup>, the sense of gain has been introduced into the teaching research of ideological and political courses. How to improve the quality of ideological and political courses, meet the needs of students, and enhance the sense of gain of ideological and political courses of university students, it has become an important pursuit of ideological and political education in colleges and universities.<sup>[6]</sup>

The sense of gain of ideological and political course for university students refers to the positive experience that university students have acquired knowledge, emotion and behavioral intention through the study of ideological and political course.<sup>[7]</sup> Most of the existing research from teachers, teaching materials, teaching methods to analyze how to enhance the sense of gain of ideological and political lessons. On the dimension of the teacher, the political

position of ideological and political teachers,<sup>[8]</sup> the theoretical foundation of Marxism theory,<sup>[9]</sup> pedagogy, psychology, sociology, ethics and other related professional knowledge attainment,<sup>[10]</sup> ideological and moral cultivation,<sup>[11]</sup> sense of gain of responsibility and responsibility,<sup>[12]</sup> personality charm,<sup>[13]</sup> etc. those all have an important influence on university students' sense of gain of ideological and political education. The teaching ideas of ideological and political teachers are considered to be the decisive factors that seriously affect students' sense of gain, in particular, whether "Student-centered" can be reflected in the teaching,<sup>[14]</sup> whether the needs of students to "Upgrade" are met,<sup>[15]</sup> whether the expectation of personal growth is concerned.<sup>[16]</sup> In the dimension of teaching material, because colleges and universities generally use "Research and Construction Project of Marxist Theory" unified teaching material, how to use the teaching material well becomes the key which affects the students to obtain the sense of gain. Good use of teaching materials is to effectively transform the content of teaching materials into teaching content, but at present there are two problems in this transformation process. On the one hand, the teaching content imitates the teaching material, existing disconnects with the theory front<sup>[17]</sup>, disconnects with the time,<sup>[18]</sup> disconnects with the students' life<sup>[19]</sup> and so on phenomenons. On the other hand, the teaching content in the classroom is separated from the teaching material, and the phenomenon, which is named "De-politicisation", of ideological and political course seriously affects the students' sense of gain of ideological and political course.<sup>[20]</sup> In the aspect of teaching methods, whether students can be mobilized to participate in class,<sup>[21]</sup> whether the teaching methods are diversified,<sup>[22]</sup> and whether the "Internet +" technology can be used flexibly,<sup>[23]</sup> etc. have also had great effect on the university students' gaining of sense of gain. In addition, the study appraisal method also has the influence which can not be ignored,<sup>[24]</sup> as well as the practice teaching<sup>[25]</sup> also receives more and more attention. Finally, the scholars have also carried on the certain discussion to the

social factors,<sup>[26]</sup> the campus culture<sup>[27]</sup> and the student own factors.<sup>[28]</sup>

Although the existing research from the teacher, teaching materials, teaching methods and other aspects of the impact of university students' sense of gain of political education, but there are still two deficiencies: on the one hand, the existing research is limited to qualitative thinking and experience summary, lack of more rigorous research to provide empirical support. On the other hand, the existing research failed to put all the factors into a system to study, to explore the mechanism of various factors.

Considering that each of the five ideological and political courses in colleges and universities has its own specific teaching content and teaching objectives, and that the gains from each course will be different for university students, this paper takes the course "Ideological and Moral Cultivation and Legal Basis" as the starting point, referring to the theory of ideological and political education environment, and combining with the existing conclusions of the research on university students' sense of gain of ideological and political courses, this paper puts forward a theoretical hypothesis model of the influencing factors of university students' sense of gain of "Basic" courses, and tests it by means of questionnaire survey, on this basis, the paper puts forward some suggestions and countermeasures to enhance the sense of gain of ideological and political education.

## II. Building Models and Putting Forward

### Hypotheses

#### (1) Theoretical Hypothesis Model of Influencing Factors on University Students' Sense of Gain in "Basic" Courses

Ideological and political education in colleges and universities is carried out in a specific environment, in addition to individual factors such as students' own learning motivation, learning attitude, etc. , the macro-environment of the social economic system, the social economic living conditions, the social political system and the actual political situation, the social culture and various cultural activities, the mass media, and family, school and other micro-environment will have an important impact on university students' sense of gain of ideological and political education.<sup>[29]</sup> Based on this, this study proposes the following factors that affect university students' sense of gain in basic courses:

1. Family factors. The influence of family environment on family members is permeating. The parents' moral quality and their behavior have an important and profound influence on the formation and development of university students' moral character.

2. School factor. The influence of school environment on students' ideological and moral character is mainly realized through teaching activities, extra-curricular activities, teachers' role models, school ethos, etc. The content, means and methods of ideological and political education, as well as the personal charm of teachers, have a direct impact on university students' sense of gain of "Basic" courses.

3. Social factors. Social environment is the macro-environment of ideological and political education, including social economic system and economic living conditions, social political system and realistic political situation, social culture and various cultural activities, mass media, etc.

4. Individual factor. It means that university students' interest in "Basic" courses and learning motivation will affect their own sense of gain.

The generation of university students' sense of gain of "Basic" course, the personal and family, school and social factors play a role at the same time, one can not be missing. The individual factor, which is the internal factor and the basic influence factor, has the decisive influence to the university students' sense of gain of "Basic" course. School factors, family factors and social factors are external factors, which have an important influence on university students' sense of gain of "Basic" courses through personal factors.

To sum up, this paper puts forward a theoretical hypothesis model of the factors that influence the "Basic" course acquisition (see Figure1).

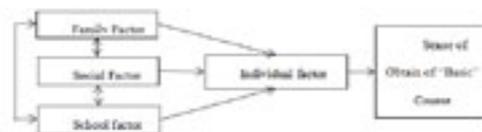


Figure 1 The Influential Factors of University Students' Sense of gain in "Basic" Courses and the Model of Its Mechanism

The theoretical assumptions of the model are as follows:

Hypothesis 1. Family factors, school factors, social factors and personal factors affect university students' sense of gain of "Basic" courses

Hypothesis 2. Family factors, school factors and social factors influence each other.

Hypothesis 3. Family factors, school factors and social factors, as external factors, influence university students' sense of gain of "Basic" course through internal personal factors.

### III. Research Methodology

**(1)Subject of Study**

In this study, 1000 questionnaires were distributed to the university students who have completed the “Basic” course in the Xiasha District University campus of Hangzhou, and 935 questionnaires were collected, with a recovery rate of 93.5% . According to the screening criteria of missing answer and random answer, 56 invalid questionnaires were rejected, the effective questionnaire was 879, the effective rate was 87.9% . In the sample level, there were 296 male students and 583 female students, 831 Han students and 48 ethnic minorities, 141 students majoring in literature and history, 224 students majoring in science and engineering, 434 students majoring in economics and management, 49 students majoring in art and 31 others.

**(2)Research Tools**

Two self-made questionnaires were used in this study:

1.A questionnaire on university students’ sense of gain in “Basic” courses. In this paper, We used the questionnaire of university students’ sense of gain of “Basic” courses developed by Yuanyuan Li, which includes 32 items in three dimensions: knowledge acquisition, emotional motivation and behavior orientation. The internal consistency reliability alpha coefficient of the questionnaire is 0.963, and the internal consistency reliability alpha coefficient of each factor is 0.831,0.919 and 0.963, respectively. The data shows that the questionnaire has high internal consistency and good reliability.<sup>[30]</sup>

2.A questionnaire on influencing factors of university students’ sense of gain of “Basic” courses.

On the basis of literature analysis, expert consultation and semi-structured interviews with students, an initial questionnaire was formed on the influential factors of

university students’ sense of gain of “Basic” course . The questionnaire includes 28 items in four dimensions: personal factor, family factor, school factor and social factor. Using the software SPSS19.0 and Cronbach’s Alpha coefficient 0.65 as the critical value to verify the reliability of the questionnaire. The result of data analysis shows that the overall reliability of the questionnaire is 0.959, and the reliability coefficients of the four variables of personal factor, family factor, school factor and social factor are 0.846,0.936,0.911 and 0.930 respectively, which shows that the reliability of the questionnaire is better.

From the theoretical analysis, there is a correlation among the influencing factors of university students’ sense of gain of “Basic” course questionnaire. By examining the correlation coefficients among the factors influencing university students’ sense of gain of “Basic” course , and between the factors and the total scale of influencing factors, Table 1 can judge the correlation among the influencing factors and the total scale of influencing factors.

Table 1 Correlation Matrix Between the Influencing Factors and the Total Influencing Factors of University Students’ Sense of Gain of “Basic” course

|                  | Personal Factors | Family Factors | School Factors | Social Factors | Total Scale |
|------------------|------------------|----------------|----------------|----------------|-------------|
| Personal Factors | —                |                |                |                | 0.736**     |
| Family Factors   | 0.416**          | —              |                |                | 0.736**     |
| School Factors   | 0.509**          | 0.269**        | —              |                | 0.898**     |
| Social Factors   | 0.712**          | 0.324**        | 0.240**        | —              | 0.898**     |

Note: \*\*p < 0.01 +

Table 1 shows that, the correlation of the influencing factors of university students’ sense of gain of “Basic” course is between 0.509 and 0.740(p = 0.00 < 0.05) , which is a medium positive correlation. It shows that each sub-scale has the same direction and is generally independent, and the whole scale is valid. The correlation between each sub-scale and the total scale was 0.736-0.898(p = 0.00 < 0.05) , which was a strong positive correlation. The above fully verified

that there was a correlation between the influencing factors of the “Basic” course attainment scale.

#### IV. Analysis of the Influencing Factors and Mechanism of University Students’ Sense of Gain in “Basic” Courses

##### (1) An Analysis of the Influencing Factors of University Students’ Sense of Gain in “Basic” courses

In order to explore the influence of four kinds of factors, such as individual, family, school and Society, on university students’ sense of gain of “Basic” courses, personal factors, family factors, school factors and social factors were taken as independent variables. The total sense of gain scale is a stepwise multiple regression analysis of dependent variables, and the data of the regression model is summarized in Table 2.

Table 2 Summary of Stepwise Multiple Regression Analysis of the Total Scale of Personal, Family, School and Social Factors on Sense of Gain

| Sequence of Input Variable | Multivariate Correlation Coefficient | Determining Factor R <sup>2</sup> | Incremental Adjusted R <sup>2</sup> ( $\Delta R^2$ ) | F Value  | Net F Value ( $\Delta F$ ) | B      | Standardized Regression Coefficient $\beta$ |
|----------------------------|--------------------------------------|-----------------------------------|--|----------|----------------------------|--------|---|
| Intercept                  |                                      |                                   |  |          |                            | 166.92 |   |
| Social Factor              | .732                                 | .565                              | .565   | 2134.806 | 1138.806                   | 1.122  | .389  |
| Personal Factor            | .789                                 | .623                              | .058   | 722.517  | 134.068                    | .967   | .626  |
| Family Factor              | .797                                 | .635                              | .012   | 505.991  | 28.132                     | .459   | .120  |
| School Factor              | .802                                 | .643                              | .008   | 392.590  | 19.775                     | .411   | .144  |

Note: \*p<.05, \*\*p<.001.

As can be seen from Table 2, in the regression model, the predictive power of the predictive variables to the total scale of “Basic” courses for university students is social factor in order, the standardized regression coefficient  $\beta$

= 0.389, the explanatory total variable is 56.5%. For the individual factor, the standardized regression coefficient  $\beta$  = 0.626, the increase was 5.8%. For the family factor, the standard regression coefficient  $\beta$  = 0.120, the increase was 1.2% . For the school factor, the standard regression coefficient  $\beta$  = 0.144, the increase was 0.8% . The standardized regression coefficients of the above variables were all positive, indicating that the predictive power of the social, personal, family and school factors of the four variables were all positive.

In order to further explore the influence of four factors on the three dimensions of university students’ sense of gain of “Basic” courses -- knowledge acquisition, emotion acquisition and action acquisition, taking individual factors, family factors, school factors and social factors as independent variables, and taking knowledge acquisition, emotion acquisition, will acquisition and action acquisition as dependent variables respectively, the stepwise multiple regression analysis was conducted. The regression model data obtained from the analysis are summarized in table 3.

Table 3 Summary of Stepwise Multiple Regression Analysis of Individual, Family, School, and Social Factors on Various Dimensions of Sense of Gain

| Dependent Variable    | Input Variable    | Sequence of Independent Variable | Multivariate Correlation Coefficient | Determining Factor R <sup>2</sup> | Incremental Adjusted R <sup>2</sup> | F Value    | Net F Value | B      | Beta |
|-----------------------|-------------------|----------------------------------|--------------------------------------|-----------------------------------|-------------------------------------|------------|-------------|--------|------|
| Knowledge Acquisition | Intercept         |                                  |                                      |                                   |                                     |            |             | 166.92 |      |
|                       | Social Factor     | .709                             | .504                                 | .504                              | 619.08***                           | 619.08***  | 1.00        | .209   |      |
|                       | Individual Factor | .814                             | .780                                 | .044                              | 148.44***                           | 78.12***   | 179         | .603   |      |
|                       | Family Factor     | .829                             | .804                                 | .024                              | 881.68***                           | 27.43***   | 114         | .201   |      |
|                       | School Factor     | .838                             | .807                                 | .031                              | 842.81***                           | 84.21***   | 114         | .194   |      |
| Emotional Acquisition | Intercept         |                                  |                                      |                                   |                                     |            |             | 163.74 |      |
|                       | Social Factor     | .769                             | .574                                 | .574                              | 698.11***                           | 698.11***  | 1.01        | .616   |      |
|                       | Family Factor     | .786                             | .640                                 | .044                              | 222.11***                           | 24.19***   | 100         | .361   |      |
|                       | School Factor     | .794                             | .679                                 | .033                              | 814.61***                           | 82.29***   | 101         | .287   |      |
|                       | Individual Factor | .799                             | .678                                 | .034                              | 838.61***                           | 83.77***   | 102         | .277   |      |
| Action Acquisition    | Intercept         |                                  |                                      |                                   |                                     |            |             | 86.82  |      |
|                       | Individual Factor | .819                             | .615                                 | .615                              | 1111.02***                          | 1111.02*** | 1.01        | .643   |      |
|                       | Social Factor     | .824                             | .729                                 | .044                              | 1111.02***                          | 278.62***  | 102         | .291   |      |
|                       | Family Factor     | .833                             | .731                                 | .041                              | 771.64***                           | 6.701      | 111         | .032   |      |
|                       | School Factor     | .838                             | .732                                 | .041                              | 786.04***                           | 4.202      | 104         | .038   |      |

Note: \*\*p<.01, \*\*\*p<.001.

As can be seen from table 3, the regression models are different in each dimension. In the dimension of knowledge acquisition, the first factor to enter the model is the social factor, the standardized regression coefficient  $\beta = 0.209$ , the total explanatory variable is 32.4% , and the next factor to enter the model is the personal factor, the school factor and the family factor, the explanations for the increase were 4.1% , 1.9% and 1.3% , respectively. The social factors were the first to enter the model in the dimension of affective acquisition, the standardized regression coefficient  $\beta = 0.439$ , and the total explanatory variable was 32.4% , the family factor, the school factor and the individual factor entered the model in turn, and the explanations were 1.9% , 1.0% and 0.6% , respectively, the standard regression coefficient  $\beta = 0.443$ , the total explanatory variable was 64.1% . Social factors, family factors and school factors entered the model in turn, and the explanatory amount increased by 8.8% , 0.2% and 0.1% , respectively.

**(2)The Path Analysis of the Influencing Factors of University Students’ Sense of Gain of “Basic” courses**

In order to verify the above-mentioned model of influencing factors of university students’ “Basic” courses, this paper makes a path analysis of the data.

**1.The Predictive Power of Family, School and Society Factors to Individual Factors**

In order to understand the predictive power of family factors, school factors and social factors on individual factors, family factors, school factors and social factors were taken as independent variables. The regression model data obtained by stepwise multiple regression analysis based on individual variables are summarized in table 4.

Table 4 summary of stepwise multiple regression analysis of family, school and social factors to individual

factors

| Sequence of Input Variables | Multiple Correlation Coefficient | Determining Factor $R^2$ | Incremental Amount ( $\Delta R^2$ ) | F Value  | Sign F Value ( $\Delta F$ ) | $\beta$ | Standardized Regression Coefficient $\beta$ |
|-----------------------------|----------------------------------|--------------------------|-------------------------------------|----------|-----------------------------|---------|---|
| Intercept Distance          |                                  |                          |                                     |          |                             | 2.767   |   |
| Social Factor               | 0.712                            | 0.507                    | 0.511                               | 3304.641 | 959.463                     | 0.518   | 0.407                                       |
| School Factor               | 0.771                            | 0.594                    | 0.089                               | 440.738  | 136.808                     | 0.241   | 0.318                                       |
| Family Factor               | 0.783                            | 0.613                    | 0.020                               | 482.11   | 45.388                      | 0.112   | 0.167                                       |

Note: \* $p < 0.05$ , \*\* $p < 0.001$ .

As can be seen from table 4, social factors ( $\beta = 0.407$ ) entered the regression model first, the explanatory variable was 53.5% ; school factors ( $\beta = 0.318$ ) , the explanatory variable was 59.4% ; and family factors ( $\beta = 0.167$ ) , the explanatory variable was 61.3% . The above data shows that social factors, school factors and family factors are significant predictors of “individual factors”. Looking at the standardized regression coefficients, we found that the regression coefficients  $\beta$  of the three predictors were all positive, indicating that social factors, school factors and family factors were all positive predictors of “individual factors”.

**2.The Predictive Power of Individual Factors on University Students’ Sense of Gain in “Basic” courses**

In order to find out the prediction of individual factors on university students’ sense of gain in “Basic” courses, this paper takes individual factors as independent variable and university students’ sense of gain in “Basic”courses as dependent variable to carry out regression analysis. The results are shown in table 5.

Table 5 Regression Analysis of Individual Factors on University Students’ Sense of Gain in Basic Courses

| Sequence of Input Variable | Multiple Correlation Coefficient | Dimensioning Factor R <sup>2</sup> | Incremental Adjusted R <sup>2</sup> (ΔR <sup>2</sup> ) | F Value  | Net F Value (ΔF) | β     | Standardized Regression Coefficient β |
|----------------------------|----------------------------------|------------------------------------|--|----------|------------------|-------|---------------------------------------|
| Learning Outcome           |                                  |                                    |  |          |                  | 2.707 |                                       |
| Social Factor              | 0.772                            | 0.550                              | 0.551  | 3200.865 | 3009.865         | 0.518 | 0.467                                 |
| School Factor              | 0.771                            | 0.564                              | 0.619  | 348.736  | 138.868          | 0.247 | 0.318                                 |
| Family Factor              | 0.783                            | 0.663                              | 0.914  | 462.37   | 42.188           | 0.172 | 0.187                                 |

Note: \*p<0.05, \*\*p<0.01.

From Table 5, it can be seen that the standardized regression coefficient ( $\beta = 0.729$ ) of individual factors is relatively high, which indicates that individual factors have a strong influence on university students' sense of gain of "Basic" courses.

### (3) Path Regression Model Test

SPSS19.0 software was used to analyze and test the constructed model. The path diagram and parameters are shown in Figure 2.



Figure 2 The Path Map of Influencing Factors and Mechanism of University Students' Sense of Gain of "Basic" courses

As can be seen from Figure 2, the direct effect values of "Family factor", "School factor" and "Social factor" on the internal factor "Individual factor" are 0.157, 0.288 and 0.444 respectively. The direct effect of "Personal factors" on university students' sense of gain of "Basic" course is 0.729, and the correlation coefficient between "Family

factors" and "School factors" is 0.509, the correlation coefficient between "Family factor" and "Social factor" is 0.550, and between "School factor" and "Social factor" is 0.755. Combined with the above-mentioned analysis of the influencing factors of university students' sense of gain of "Basic" course, it is found that the path coefficient is basically consistent with the standardized regression coefficient, and the correlation coefficient is also close to the same, which fully shows that the data fitting index is better, it is reasonable to construct the theoretical model of influencing factors on university students' sense of gain of "Basic" courses.

## V. Results and Discussion

Based on the above data analysis, combined with teaching practice, the author proposes the following ways to enhance the college students' sense of Gain of "Basic" courses:

**First of all, adhere to the "Content is king".** Taking personal factors, family factors, school factors and social factors as independent variables, and taking the total scale of sense of gain, knowledge acquisition, emotion acquisition, and action acquisition as dependent variables for the stepwise multiple regression analysis, the variance of school factor explanation was 0.008, 0.019, 0.010 and 0.001 (see Tables 2 and 3). From the data analysis, compared with social factors and personal factors, school factors have less impact on students' sense of gain than expected. It should be pointed out that the school factors in this study are measured from the teachers' teaching style, personal charm, teaching methods and teaching methods, etc. However, the objective dimension of "Acquisition" in this study is closely related to the teaching contents and objectives of "Basic" courses. Therefore, it can be inferred from the research results that teachers' teaching style, personal charm, teaching methods and teaching methods

themselves do not contribute much to enhancing the students' sense of gain of "Basic" course. This conclusion, though somewhat arbitrary, is not foolhardy. Form is for the content of the service if divorced from the content, the form is rich and diverse, but also empty. Therefore, with the rapid development of information technology and the rapid development of teaching methods, ideological and political teachers must adhere to the "Content-oriented". Not only should we guard against the tendency of "De-politicisation" of the curriculum, but we should also avoid "Entertaining, superficial and story-oriented, and treat the ideological and political course as a basket in which everything is loaded".<sup>[31]</sup> Therefore, in the teaching process, we must adhere to the "Content-oriented" premise, to enhance the personal charm of teachers, rich teaching methods and means.

On the premise of using "Ma engineering" to compile teaching materials, insisting on "Content is king", teaching contents must be closely combined with social reality. As you can see from the data in tables 2 and 3, in addition to the behavioral orientation dimension, the variance rates of the total score, the dimension of knowledge acquisition and the dimension of emotion acquisition explained by social factors were 56.5% , 32.4% and 32.4% respectively. It is the basic requirement of the teaching task of "Basic" course to carry out the education of Communist ideal and belief, to strengthen the education of patriotism, collectivism and socialism, and to carry forward the excellent traditional culture of Chinese nation. Whether these teaching tasks can be achieved or not is closely related to the macro-environment of economy, politics, society and culture of our country. At present, China's national economic situation is prosperous, the political ecology is good, and the social atmosphere is healthy. Teachers of "Basic" courses must closely combine their teaching contents with these social realities, explain the superiority of Chinese culture, system and road with social reality, help students establish "Four" self-confidence. On the other hand, training

students to use Marxist standpoint, viewpoint and method to analyze and explain practical problems is the foothold of ideological and political course in colleges and universities, to analyze these social realities in the process of teaching will undoubtedly help university students internalize Marxist theory in their hearts, externalize it in their actions and enhance their sense of gain. Therefore, it is necessary to combine the teaching contents with the social reality, and make good use of the national conditions, international situation and social hot issues to enrich the teaching contents.

**Secondly, the implementation of the main body status of students in teaching.** As can be seen from table 5, personal factors accounted for 72.9% of the variation in university students' sense of gain of "Basic" courses, while personal factors, school factors, family factors and social factors were independent variables, in the multivariate linear regression model with sense of gain as dependent variable, the explanatory variance is not obvious. The path map in Figure 2 shows that social factors, family factors and school factors act on the sense of gain through influencing individual factors. Students are the main body of the sense of gain. If students are absent from the teaching process, there is no sense of gain. To strengthen the sense of gain of "Basic" course of university students, and to implement the students' main position in teaching, we can start from the following aspects: First of all, to meet the needs of students as the starting point of teaching. Ideological and political courses shoulder the heavy responsibility of ideological education, which has the necessity and legitimacy of "Instillation", but the word "Instillation" originally means the place where water is needed to guide flowing water,<sup>[32]</sup> therefore, the internal demand of the educational object is the premise of inculcation. If we do not take into account the internal needs of students, the phenomenon of "Exclusion" will occur. In fact, students with their own needs and expectations to participate in the ideological and political learning process, they expect their own knowledge to be updated, expect

their own answers, expect to be able to get theoretical guidance in practice.<sup>[33]</sup> If the teachers of ideological and political education can take the students' subjective needs as the starting point of teaching, when the students have gained in different needs, they will naturally have a strong sense of gain of ideological and political education.<sup>[34]</sup> Secondly, the core of teaching method innovation is to enhance students' participation in class. "The sense of gain is acquired through active participation."<sup>[35]</sup> Students' active and effective participation in the teaching process is an important condition for university students to gain the sense of gain of ideological and political education. Although the teaching method itself can not let the student produce the sense of gain, but the appropriate teaching method actually can enhance the students' participation. With the development of educational information technology, ideological and political teachers have more and more choices in the choice of teaching methods. However, no matter what teaching method is chosen, teachers of ideological and political education must bear in mind that they can not innovate for the sake of innovation, nor reform for the sake of reform, the reform and innovation of teaching methods must always take the promotion of students' active and effective participation in the classroom as the core. Students' active and effective participation in the classroom means that such participation can stimulate their thinking, enhance their cognition and trigger their emotional resonance. Otherwise, the classroom looks lively, students active, but the real sense of gain will not be generated. Finally, the construction of equal and democratic teacher-student relationship. The realization of students' subject status depends on the establishment of democratic and equal relationship between teachers and students. If teachers place themselves in the role of authority, not only students' subjective status will be weakened, but also the bilateral relationship will be set up barriers, artificially increase communication barriers, will undoubtedly affect students' sense of gain. Only by keeping equal and democratic relationship between teachers and

students can ideological and political education achieve the best and most lasting effect.

Thirdly, the teacher is the key to improve the sense of gain of university students' ideological and political education. The key to improve the sense of gain the ideological and political course for university students and to make it a course that students like, benefit all their lives, have false facts, have edges and corners, have feelings and meanings, and have flavor is the teachers. Whether the teaching content is grasped and imparted, or the students' subjective status is realized, it all depends on the teachers' quality, and the teachers' comprehensive quality is the key to affect the students' sense of gain of ideological and political lessons. At the forum for ideological and political teachers in schools, General Secretary Xi proposed that ideological and political teachers should be "Strong in politics, deep in feelings, new in thinking, broad in vision, strict in self-discipline and correct in personality",<sup>[36]</sup> which put forward the basic requirements for ideological and political teachers. The excellent political accomplishment of ideological and political teachers is an important guarantee for training students to be new "Four-haves" who meet the requirements of the party and the state; only ideological and political teachers are confident in publicizing our country's system, road, culture and theory, only with an open mind and an open field of vision can the teachers of ideological and political classes be able to make the classes full of truth and falsehood, and the teachers of ideological and political classes be strict with themselves, and their personal integrity be the norm, can the ideological and political classes have angular, to obtain the respect and love of students. "The key to doing a good ideological and political theory course lies in the teachers, and the key lies in giving full play to their enthusiasm, initiative and creativity."<sup>[37]</sup>

## References:

- <sup>[13]</sup>This paper is the key project of Humanities and Social Science Research of the Ministry of Education in 2018, "The research on the Evaluation Method of University Students' Sense of Gain in Ideological and Political Theory Course"(Topic No. 18JDSZK022) .
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