

## The Core Quality Content System of Ideological and Political Course Teachers in Universities under the "Great Ideological and Political" Pattern and Its Enlightenment

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### Abstract

Teachers of ideological and political courses are the main body of ideological and political education in universities, and their core quality directly restricts the effectiveness of ideological and political education. Therefore, clarifying the components and interrelationships, and constructing a content system of the core qualities of teachers of ideological and political course in universities (IPCU), have important guiding significance for scientifically evaluating and effectively strengthen the educational effectiveness of IPCU. Based on the above understanding, this article adopts literature search, interview, and thematic discussion methods to summarize the five core qualities of IPCU teachers: ideological quality, political quality, moral quality, intellectual quality, physical and psychological quality. It also systematically elaborates on the interrelationships of these five qualities, thus constructing a content system. The results of this study suggest that the core qualities of IPCU teachers are a multi-level and multi-dimensional system, and the content and structure constantly change with the development of society; we should be rooted in the practical activities, grasp the development laws of the core qualities, draw on the achievements of relevant disciplines, and deepen and expand the research on the quality of IPCU teachers.

**Keywords:** Ideological and political course in universities (IPCU); Core Quality; Content system

### 1. Introduction

Ideological and political education refers to the purposeful, planned, and organized education of ideological theories, including certain political, legal, philosophical, moral, conceptual, artistic, and religious ideas, that a class or group provides to its members in order to establish or consolidate its political rule, in accordance with the fundamental interests of the class or group [1].

The ideological and political education of college students refers to the ideological and political education carried out on college students. It is an educational activity that enables college students to form ideological and political views and moral character that meet the specific requirements of society, era, and human development through certain educational practice activities. It is an

important content of ideological and political work in universities and an important guarantee for cultivating qualified talents [2].

In countries with different social systems (socialism and capitalism), the ideological and political education of citizens is of utmost concern to the rulers, as it is related to the stability and development of the country. Developed Western countries, such as the United States, Canada, the United Kingdom, France, Russia, Japan, South Korea, and Singapore, have established ideological and political education courses in universities, with clear regulations on course settings, teaching objectives, course content, course implementation, and course evaluation. The ideological and political courses in foreign universities have high requirements for

the quality of teachers. In addition to being proficient in the content of this course, they also need to have a wide range of interests, strong theoretical analysis ability, language expression ability, classroom guidance ability, social practice organization ability, multi-disciplinary knowledge penetration ability, modern teaching method application ability, and so on [3]. However, there is a lack of systematic evaluation research on the core qualities of IPCU teachers abroad.

Since the 1980s, due to the rise of the third technological revolution, human society has begun to transform from an industrial economy to a knowledge-based economy. Especially since the 21st century, with the rapid development of modern technology, society has put forward higher and stricter requirements for the quality structure, intelligence structure, technical structure, knowledge structure, etc. of talents. As a highly knowledgeable group in a country, college students are the most important strategic and human resources for the country's economic and social development. Therefore, the comprehensive quality of college students directly determines the value of human resources in this country. Among the comprehensive qualities of college students, ideological and political qualities are crucial. Only college students who possess the ideological and political qualities required by society and the country can smoothly develop their studies and careers within the political, moral, and legal framework expected by society and the country, and become the talents needed by society and the country.

IPCU teachers refer to "full-time and part-time teachers who undertake the responsibility of teaching and researching IPCU. The core qualities of IPCU teachers refer to the most basic and important ability and nonability traits that must be possessed by them to assume professional roles, fulfill job responsibilities, complete target tasks, and meet job requirements [4].

IPCU teachers are the main planners, organizers, and practitioners of ideological and political education activities for college students. The overall or individual quality of this team directly or indirectly affects the operation, affects the effectiveness, and restricts the value and function of this education.

China has always attached great importance to the ideological and political education in universities and provided various policy support and institutional guarantees. In recent years, with the development of disciplinary and scientific approaches, significant progress has been made in the construction of the team of ideological and political education workers, especially in the construction of their core quality. However, there are still many problems, such as some universities neglecting ideological and political education, some teachers having low professional awareness, and students not paying enough attention to. Among them, the key issue is the low professional awareness and low professional quality of teachers, which leads to weak targeting, poor effectiveness, large preaching content, and inflexible activity forms, failing to gain students' recognition and achieve the goals of education.

The universal view on the core quality composition of IPCU teachers is the "Pluralism Theory", which means that the content of

the core quality of IPCU teachers is rich and diverse, including political quality, ideological and moral quality, legal quality, knowledge quality, personality quality, ability quality, psychological quality, innovative quality, etc. For example, JiShuyun et al. [5] believe that the core quality of IPCU teachers includes political quality, ideological quality, moral quality, professional quality, ability quality, psychological quality, etc.; Siqintu[6] believes that the core quality of IPCU teachers includes political quality, ideological quality, moral quality, knowledge quality, ability quality, and physical and psychological quality; Wang Xiaoxi[7]believes that the basic qualities of IPCU teachers include five aspects: political quality, ideological quality, moral quality, knowledge quality, and ability quality; Zhang Leisheng [8] believes that the core quality of IPCU teachers is composed of four aspects: educational research ability, innovative spirit, personality charm, and moral demeanor. Among them, educational research ability is the basic aspect, innovative spirit is an important content, personality charm is a necessary aspect, and moral character is the core content. Lu Qingren [9] believes that the core quality of IPCU teachers includes political quality, ideological quality, knowledge quality, ability quality, and physical quality. LuoHongtie [10] and QiuWeiguang et al. [11] believe that the core quality of IPCU teachers includes political quality, ideological quality, knowledge quality, ability quality, moral quality, psychological quality, and physical quality. Zhang Yaocan et al. [12] believe that the core quality of IPCU teachers includes political quality, ideological quality, knowledge quality, legal quality, innovative quality, ability quality, moral quality, psychological quality, and physical quality. ShenZhuanghai [13] points out that the core quality of IPCU teachers includes political quality, theoretical quality, personality quality, and ability quality. Su Zhenfang [14] believes that the core quality of IPCU teachers includes political quality, ideological quality, theoretical quality, knowledge quality, ability quality, and physical quality. Chen Wanbai et al. [15] believe that the core quality of IPCU teachers includes political quality, ideological quality, knowledge quality, ability quality, moral quality, and physical quality.

In summary, there are over a dozen types of divisions regarding the core quality of IPCU teachers. Although they have certain rationality, they do not highlight the particularity of the core quality of the group of IPCU teachers, nor do they reflect the educational concept of "Great Ideological and Political Education". Although previous studies have emphasized the professional knowledge level and theoretical teaching ability of IPCU teachers, there is not much discussion on the ability to "Form morality and cultivate people", such as practical teaching ability, multi-disciplinary infiltration ability, mental health training, and personality development ability. This article believes that the core qualities of IPCU teachers are the political, theoretical, moral, intellectual, physical, and mental qualities. This is determined by the essence of ideological and political education and the position, task, and mission of IPCU teachers. On the other hand, there is little literature on the relationship between the various components of the core quality of IPCU teachers. This article also believes that analyzing the core qualities of IPCU teachers not only requires a clear understanding of how many elements they contain but also

the relationships between each element, in order to construct a structural system of the core qualities of IPCU teachers.

Talent quality is a complex system composed of various elements of physiological and psychological qualities that perform their respective duties and cooperate with each other. Physiological qualities mainly come from the innate qualities of individuals, referring to the comprehensive characteristics exhibited by human organs, tissues, and other physiological structures, mainly including physical and sensory qualities. Psychological qualities refers to the intelligent quality (knowledge quality, ability quality) and nonintelligent quality (ideological and moral quality, personality trait) formed by individuals under various environmental influences. Specifically, talent quality is a complex dynamic system formed by the interaction and combination of seven major elements: physical quality, sensory quality, intellectual quality, knowledge quality, ability quality, ideological and moral quality, and psychological quality.

Ideological and political educators are a special type of talent, and their "uniqueness" is mainly determined by their social roles. The definition of the concept of the core quality of ideological and political educators should not only highlight the distinctive professional characteristics of ideological and political educators on the basis of general talent quality but also clarify their element structure and explore their operational status based on this. Therefore, the core qualities of ideological and political educators refer to the essential and relatively stable qualities formed by themselves through self-cultivation and practice, based on their innate genetic qualities and influenced by specialized education, training, and the environment. These qualities form a dynamic complex with specific functions in a unique combination determined by professional tasks.

Based on the above understanding, this article adopts methods such as literature search, interview, and thematic discussion to summarize the five core qualities of IPCU teachers: ideological quality, political quality, moral quality, intellectual quality, physical and psychological quality. It also systematically elaborates on the interrelationships of these five qualities, thus constructing the content system of the core qualities of IPCU teachers.

## 2. The Content System of the Core Quality of IPCU Teachers

### 2.1 Elements of the Content System

IPCU teachers are the main force of ideological and political education in universities, and their professional quality directly determines the effectiveness of ideological and political work. The core qualities of IPCU teachers should include five elements: political quality, ideological quality, moral quality, intellectual quality, and physical and mental quality.

#### 2.1.1 Ideological quality

In the core quality structure of IPCU teachers, ideological quality plays a leading role, determining the direction and nature of other qualities. It refers to the fact that IPCU teachers should have a scientific worldview, a positive outlook on life and values, a strong

sense of dedication and responsibility, a pioneering and innovative spirit, the ability to apply scientific theories to analyze and solve problems"[7,12], and should be capable of appropriate criticism and self-criticism, and providing wisdom and enlightenment to people.

The ideological quality originates from practice. Once formed, it must be placed in educational work to test and demonstrate its correctness and error. To form a higher ideological quality, it is necessary to first establish a correct worldview, values, and outlook on life. The worldview is the core of an individual's thoughts and qualities, derived from the work and life practices. In practice, people have gradually formed their views on the world and the relationship between people and the world. A worldview is the overall and fundamental view of the world in which people live and the relationship between people and the world. Only by objectively understanding the internal laws of the development of things, establishing a correct worldview, and mastering the correct methodology can IPCU teachers correctly grasp the ideological trends of students, establish suitable and effective working methods, try to avoid treating problems with a subjective and one-sided attitude, avoid not being able to objectively and fairly view thoughts and phenomena among students, and avoid simple work ideas and improper methods which can harm students' self-esteem and teacher-student relationships, and fail to achieve the goal of ideological education.

Values and outlook on life are important components of the worldview. Values are a person's overall evaluation and perception of the significance and importance of objective things. Values have a guiding effect on motivation, controlling and constraining the purpose and direction of behavioral motivation. Only those who have been judged by value and are considered desirable can be transformed into behavioral motivation and serve as goals to guide people's behavior. The outlook on life is the fundamental view formed by people in practice on the purpose and meaning of life, which determines the goals of people's practical activities, the direction of their life, and their attitude towards life.

In order to build a correct worldview, values, and outlook on life, one must understand oneself. To understand oneself, one must place oneself in certain social relationships, such as family relationships, geographical relationships, business relationships, economic relationships, legal relationships, moral relationships, etc. It is in these objective, realistic, and constantly changing social relationships that people shape themselves, become true people, and become individuals with unique characteristics. Secondly, it is necessary to approach and handle various issues rationally and experience the fundamental views, value judgments, and attitudes towards life in practice. In a sense, the outlook on life belongs to and is determined by the worldview, which is consistent with its nature. Only by establishing a correct worldview can we establish a correct outlook on life; On the contrary, the outlook on life plays an important role in the consolidation, development, and change of the worldview, and changes in the outlook on life often lead to changes in the worldview. For example, if a person has established a correct worldview, but cannot withstand the erosion of decadent worldviews such as materialism, hedonism, and extreme

individualism, the correct worldview will disappear. If IPCU teachers have low ideological quality, do not establish a correct worldview, and do not have the consciousness of wholeheartedly serving students, they cannot educate students with the correct worldview and outlook on life, and ultimately will only hinder the formation of students' correct worldview and outlook on life.

### 2.1.2 Political Quality

Political quality plays a leading role in the core quality system of IPCU teachers. The political quality level determines whether they can adhere to the correct political direction, whether they can correctly apply the correct stance, viewpoint, and method to view things, observe and solve problems, and whether they can use sharp observation and vision to insight into new things and complex situations. Therefore, to establish a correct political outlook and firm one's political stance, one can continuously improve his political sensitivity, always maintain rationality in the face of major events and non-major issues, do a good job in ideological and political education according to the requirements of the country, guide and help college students establish a correct worldview, outlook on life, and values, guide them to be positive, improve political consciousness, and maintain the correct political direction. IPCU teachers should possess the following six political qualities:

The first is to have a firm and correct political direction. Political direction is the fundamental goal that reflects the interests and demands of a certain class, faction, or political group. The correct political direction is related to the success or failure of the ruling party and the country. Economy is the foundation of politics, and solving all the problems of a country ultimately depends on economic development. In this sense, concentrating efforts to boost the economy and accelerate the pace of social construction is the biggest political achievement of this century in China.

The second is a steadfast political stance. Political stance refers to an attitude based on a certain class, faction, or political group, reflecting their interests and requirements. In a class society, people have different class stances and have different basic views, attitudes, and emotions towards the political system, legal system, and social ideology of society. At present, we are facing a more complex international and domestic environment than before. Only with a correct and firm political stance can people withstand various temptations and tests.

The third is to have a clear political perspective. Political views are people's views and propositions on political issues, serving as a guide to resolving various contradictions and problems. It requires IPCU teachers to view and analyze problems from a political perspective, maintain a calm mind, and ensure that they do not make mistakes in political orientation; always stand on the position of ensuring the healthy development of the country with successors; observe and handle all issues from the perspective of cultivating qualified builders and reliable successors in society.

The fourth is to strictly abide by the political discipline of the ruling party. Political discipline is the behavioral norms exhibited by party members in the process of implementing the party's political line, and it is the concretization and standardization of the

party constitution and guidelines in the political field. Adhering to the political discipline of the ruling party requires IPCU teachers to maintain consistency with the constitution of the ruling party in terms of ideology, politics, and organization, and ensure the smooth flow of political orders.

The fifth is to have strong political discernment and sensitivity. Strong political discernment refers to being good at identifying right and wrong, good and evil, beauty and ugliness, honor and disgrace from a political perspective in the field of ideology, lifestyle, and other aspects, and having strong resistance to all negative behavioral. Political acumen refers to people being able to see the essence through phenomena, grasp trends, and adopt corresponding attitudes and strategies. Only with strong political discernment and a high degree of political sensitivity can one distinguish right from wrong, discern truth from falsehood, and correctly handle various political issues under complex conditions..

The sixth is the ability to manage complex political situations. This is the manifestation of political quality in behavior, including people's ability to participate in political decision-making, promote political opinions, engage in political activities, and achieve political performance. For IPCU teachers, they must have a strong ability to collect political information, participate in political decision-making, control political public opinion, apply laws, regulations, and policies, and mobilize and reserve political resources.

### 2.1.3. Moral Qualities

Ideological and political education relies on the power of truth and the personality (morality) of teachers. Therefore, the moral quality of teachers will directly affect the education effectiveness.

#### (1) The Meaning of Moral Quality

Morality is a social ideology that belongs to the superstructure. It is the sum of behavioral norms that humans use good and evil as evaluation criteria in the practice of transforming nature and society, relying on inner beliefs, social public opinion, and traditional habits to adjust the interest relationship between individuals and society. Morality has the characteristics of historicity, class, nationality, stability, and self-discipline [16].

Moral quality refers to the reflection of certain social moral principles and norms in personal thoughts and behaviors. It is a relatively stable attitude and psychological characteristics manifested in a series of moral behaviors. It is gradually formed by people in a certain social environment through social practice and self-cultivation [16].

#### (2) Specific Requirements for Moral Qualities of IPCU Teachers

##### ① Basic Requirements

IPCU teachers are first and foremost ordinary citizens. Therefore, the basic content of their moral qualities should include the basic moral requirements of a citizen, namely abiding by social morality, adhering to professional ethics, and emphasizing family virtues.

Social morality refers to the minimum living standards and behavioral norms that members of society must abide by together.

Adhering to social ethics requires people to first comply with the social ethics used to handle interpersonal relationships, including civilized behavior, self-esteem and respect for others, honesty and trustworthiness, etc. Secondly, it is required to abide by the social ethics used to handle the relationship between people and society. This includes adhering to public order, respecting and maintaining social welfare, and caring for and protecting the fruits of others' labor.

Professional ethics refers to the sum of moral standards and norms closely related to professional activities and with specific professional characteristics. Adhering to professional ethics requires IPCU teachers to first establish a spirit of professionalism, which is the essence of professional ethics, specifically manifested as the "protagonist consciousness" and the awareness of serving society. Secondly, it is necessary to establish a spirit of dedication, including a high sense of professional responsibility, a noble sense of professional dignity and honor, and a strong sense of achievement. Finally, it is necessary to establish a diligent spirit, loyal to duty, conscientious and responsible, striving for excellence in business.

Family ethics are moral norms formed under certain social and historical conditions to regulate and constrain family life, family relationships, and the behavior of family members. This includes establishing an equal and loving relationship between spouses, establishing a sense of obligation for parents to raise children, and a sense of obligation to respect and support the elderly.

## ② Special Requirements

The nature of work, social status, and influence determine that IPCU teachers must also meet the following special moral requirements. First, the high-level nature of moral realm. The moral level of social members varies, and it is a multi-level moral structure. In this structure, IPCU teachers should be at the highest level, which is closely related to their job nature and characteristics. Firstly, from the perspective of job targets, their job targets are college students with diverse life goals and moral ideals which need to be unified to a higher level that the country hopes for. Teachers must possess high-level moral qualities in order to have persuasive power. Secondly, from the perspective of work methods, ideological and political education mainly amplifies or reduces the power of truth through the exertion of teachers' personality power, and high-level morality is the source of personality power. Second, the exemplary nature of moral behavior. The higher the moral level, the stronger the infectivity of moral behavior, and the greater the demonstration effect of moral behavior. It can be said that the exemplary nature of moral behavior is the externalization of moral level. If a teacher's moral state is at the highest level, under the guidance of this state, their moral behavior must also have a stronger infectious and exemplary effect. The exemplary effect of teachers is mainly manifested in two forms: one is to directly infect the educational object through their own moral behavior, and the other is to indirectly infect the general public through communication channels. Direct infection is vivid and specific, the resonance effect of indirect infection is strong, and both can have a good impact on the educational object. Third, the breadth of moral responsibility. Professional ethics

responsibility is different from professional responsibility which is the responsibility and task that individuals engaged in professional activities must undertake. Professional responsibility is generally stipulated through professional regulations with legal and administrative effects. Professional moral responsibility refers to the behavior of individuals engaged in a certain profession, under the influence of role models, public opinion, moral emotions, etc., to consciously assume and fulfill their responsibilities. The scope of teachers' professional moral responsibility is broad, and it is higher than professional responsibility. Not only should teachers manage themselves well, but also drive students; Not only should they create a good small area, but also need to improve the overall environment.

### 2.1.4. Intellectual Quality of IPCU Teachers

Intellectual quality refers to the theoretical foundation and knowledge literacy and the degree to which one can transform knowledge into wisdom. Intellectual quality includes both knowledge and ability aspects. Knowledge includes theoretical knowledge and experiential knowledge, which is the foundation for the formation of various qualities. Ability mainly refers to the degree to which people apply knowledge. It can be divided into intellectual abilities and operational abilities [17]. Universities have always been a gathering place for a "high educated" group. That is to say, whether it is college students or teachers, their knowledge level and cultural level are higher than other groups. As personnel engaged in ideological and political education for college students, without a high level of scientific knowledge and good cultural literacy, it is impossible for teachers to establish prestige, make students identify, and achieve the education goal.

#### (1) Knowledge Literacy

Practice has proven that ideological and political education is a complex and systematic project that requires high professional abilities. That is to say, teachers must possess a very high level of knowledge. First, in addition to possessing solid professional knowledge including philosophy, political economy, and ideological and political education, they must also have a rich knowledge reserve in other disciplines including psychology, education, ethics, law, management, behavioral science, logic, linguistics, literature, art, history, anthropology, market economy theory, as well as natural science and modern technological knowledge, etc. Second, there is a reasonable knowledge structure. Knowledge structure refers to the ordered organization of objective knowledge formed in the mind through the input, processing, and storage of the seeker, which is connected by intelligence. Structure determines function, and the rationality of knowledge structure is of great significance for work effectiveness. The work nature of IPCU teachers requires them to have a "pushpin" knowledge structure. Firstly, they should have a wide range of knowledge, which is like the tail of a pushpin. They should not only have relevant social science knowledge such as education, management, behavior science, ethics, economics, history, logic, foreign language, and law, but also have cutting-edge knowledge in natural sciences such as computers, mathematics, biology, and strive to become "generalists". Secondly, it is necessary to have excellent professional knowledge which is equivalent to the needle and rod

part of a thumbtack, including both profound theoretical knowledge of ideological and political education and excellent professional technical knowledge. Therefore, they are not only the main body of ideological and political education, but also the technical personnel; not only the theorists, but also practitioners. Finally, it is necessary to have strong professional knowledge just like the needle tip with considerable drilling and toughness. Therefore, they are not only authorities in theory but also authorities in technology. Only by possessing such a knowledge structure can teachers avoid the phenomenon of "two skins" in their work, which is the separation of ideological and political education from economic and professional work. Only in this way can we convince students, and achieve the correct guiding purpose.

Due to the continuous changes in the social environment, many new things will emerge in the minds of college students. At the same time, with the development of the knowledge economy, new ideas, concepts, and technologies continue to emerge, greatly enriching the form, content, and methods of ideological and political education, but also bringing various new problems. Based on the above situation, IPCU teachers should master necessary theoretical knowledge and rich extracurricular knowledge, understand the development of domestic and international situations, and make every effort to help students solve ideological problems. It is particularly important to master philosophical and social knowledge, use dialectical materialism's epistemology and methodology to analyze and handle practical problems, grasp the development laws of things, guide students to form correct worldviews, values, and outlooks on life, and learn to apply analyze and solve problems correctly. Teachers also need to master professional psychological knowledge. By using psychological knowledge to directly communicate with students, the penetration of ideological and political work can be improved.

## (2) Ability Quality

This kind of quality refers to the ability to apply knowledge to education and teaching.

The first is the ability to analyze and judge. IPCU teachers should be proficient in multi-dimensional thinking and dialectical thinking. They should have high analytical and judgment abilities, learn to use correct thinking methods in the process of comparison, analysis, reasoning, and judgment, and achieve rigorous thinking and accurate judgment. IPCU teachers need to face with different college students. Due to differences in family environment, personal experience, ideological and moral character, political outlook, hobbies, and majors, students' views on the same thing are also different, forming different thinking patterns and causing conflicts of ideas. To solve such problems, a single approach cannot be adopted, but education should be tailored and targeted to individual needs.

Second, it requires strong expression and communication skills, including oral expression and writing skills. Correct expression is the foundation of communication. The IPCU teachers should have accurate viewpoints, prominent themes, clear organization, and smooth expression, achieving an organic combination of ideological, intellectual, logical, and vivid aspects. IPCU teachers

should not only become eloquent speakers and propagandists, but also teach with profound ideas and innovative viewpoints, achieving rich classroom content, rigorous logic, infectious expression, and being able to capture students' excitement points, winning their active response and cooperation. In addition, teachers must have strong writing skills, be able to write papers and survey reports and express their thoughts in beautiful words.

Third, it is about organizational management capabilities. Organizational management ability includes planning ability, organizational and implementation ability, decision-making ability, control ability, guidance ability, and coordination ability. Planning ability refers to the ability to choose a plan, set correct educational and teaching goals, and achieve specific goals. The ability to organize and implement is the ability to make comprehensive judgments and adapt to contingency events. Coordination ability refers to the ability to properly handle and timely resolve various internal conflicts within a group and external relationships. Through a series of planning, organization, guidance, coordination, and decision-making, ideological and political education can develop on a positive track. Qualified IPCU teachers must achieve the following two points: first, pay attention to overall optimization. That means the following 3 tasks. The first task is to coordinate people with different personalities, levels, hobbies, and abilities, and form a vigorous and upward spiritual force; the second task is to be good at judgment, leverage the strengths of each student, provide them with a platform to showcase their talents, and achieve teaching according to their aptitude and maximizing their talents. In addition, IPCU teachers need to organize club activities or extracurricular activities to enable students to understand and communicate with each other, exercise their ability to solve practical problems and adapt to the environment, and enhance their self-confidence and resilience.

Fourth, it is about social adaptability. IPCU teachers not only need to interact with different groups of people in society, but more importantly, they need to interact with different types of college students, learn from the beneficial experiences and success tips of others, cooperate wholeheartedly with others, gain the trust and support of students, and make them cooperate wholeheartedly with work. This is the ability to work, as well as social skills. Only by being good at communicating with students, understanding their true thoughts, and understanding the crux of problems, can we effectively carry out students' ideological and political work. The adaptability of IPCU teachers refers to their ability to make emergency decisions and operate in the face of unexpected events. With the development of society, the irregular and uncertain factors in life are gradually increasing, and many seemingly simple events can cause serious consequences at any time. Therefore, in ideological and political education, teachers should pay close attention to the direct or indirect factors that may affect students' thoughts and behaviors, and accurately grasp the changes. When facing complex situations and emergencies, teachers must have agile thinking, accurate judgment, timely decision-making, and decisive behavior.

Fifth, it is necessary to master and appropriately apply the technology and art of education and teaching. The theoretical

nature of ideological and political education is strong, and it requires the use of various educational and teaching techniques and arts to improve its comprehensibility. IPCU teachers should pay special attention to the mastery and application of language art. Language is a bridge for the exchange of ideas and an important "production tool" for teachers, including vocal language and physical language. On one hand, concise, accurate, vivid, humorous, and witty language expressions have strong appeal and infectivity. They not only activate the classroom atmosphere and increase students' interest but also teach students profound or obscure knowledge in simple ways. They can also help students spread their thinking, improve their imagination and thinking ability, and thus resonate with students' thoughts and emotions, sublimate knowledge, and cultivate emotions. So the effectiveness of education and teaching naturally doubles with half the effort. On the other hand, the appropriate use of body language, including gestures, facial expressions, eyes, limb behavior, clothing, etc., can also enhance learning interest, deepen understanding, harmonize the atmosphere, and achieve the effect of silence over sound. In the information ages, IPCU teachers should fully utilize modern educational technology for teaching. They should be able to proficiently use computer technology to create videos and multimedia courseware for teaching. They should also expand knowledge capacity, improve knowledge interest, and enable students to develop multi-dimensional perspectives. For example, use platforms such as World University City Space, WeChat, Weibo, etc. to establish online interaction with students, carry out multi-dimensional space teaching, stimulate students' interest, and guide students to learn independently.

Some scholars have proposed using the "Pygmalion effect" to promote ideological and political education. Simply put, it means that teachers express unconditional and positive attention to students, using love, appreciation, and encouragement to influence them. The result is that the love and expectations of teachers enable these students to develop healthily while becoming more confident and performing better in all aspects. The use of the "Pygmalion effect" requires attention to the following five principles. First, appreciation is the prerequisite. IPCU teachers should treat students with love and appreciation, discover their strengths, and stimulate their learning potential. Second, driven by expectations. Expect has strong motivation. IPCU teachers should timely grasp the learning situation, based on the differences in students' academic performance, and on the basis of respecting students' personalities, carefully observe and place different expectations on students, so that the expected values are in line with students' actual situation. Third, using praise as a means. "A word of praise can make me live an extra two months". Praise has great magic and can make people strive for progress. Fourth, motivation is the key. Motivation is to stimulate potential and encourage students in a timely manner, cultivating their independent psychological qualities. Fifth, take interaction as the basic process because teaching is essentially a communication between teachers and students [18].

### 2.1.5 Physical and Mental Quality

Physical and mental quality is the general term for both physical and psychological fitness.

#### (1) Physical Fitness

Physical fitness refers to the sum of various physiological qualities of a person, including inherited innate qualities and acquired qualities through training. In labor, human beings, as a natural force, are opposed to natural materials. The strength of a person's physical fitness will determine the amount of natural force they exert. It can be considered that physical fitness is the material guarantee of all excellent qualities, all knowledge, spirit, aspirations, and ideals. Ideological and political education is a difficult task, which requires educators to have good physical fitness. Without good physical fitness, even with rich work experience and knowledge, it is difficult for educators to play a role. The good physical fitness of IPCU teachers includes 3 parts: firstly, strong physical functions, secondly, strong physical energy, and thirdly, prolonged lifespan. Therefore, we must develop physical fitness, and through cultivation and training, adjust various physiological factors of IPCU teachers to the best state, so as to have the necessary strong physique and vigorous energy to engage in ideological and political education activities [13].

#### (2) Psychological Fitness

Psychological fitness refers to the cultivation and ability of a person's cognitive, emotional, and willpower. The extension of psychological fitness is extremely broad, and generally speaking, it can be summarized as the combination of intellectual ability structure and nonintellectual structure. This article mainly discusses the nonintellectual structure formed on the basis of non intellectual factors such as interest, motivation, emotion, will, personality. The particularity of college students determines the complexity and long-term nature of the education process, which is a process of mutual influence and communication between educators and recipients. In this process, educators use "spiritual teaching aids" - their own thoughts, thinking levels, personality charm, hobbies, knowledge literacy, feeling, emotions, willpower, etc. - to consciously or unconsciously, directly or indirectly affect the hearts of students, thereby causing corresponding changes in the thinking and behavior of college students. It can be seen that the good psychological fitness of educators is an essential "catalyst" for their work, mainly including the following two aspects [19].

#### ① General Requirements

This is mental health. According to recognized standards of mental health, there are three basic qualities that should be possessed: first, good environmental adaptation, manifested in a positive attitude and good adaptability to the living, working, and interpersonal environments; second, good personality traits, manifested in emotional stability, appropriate motivation, calm mindset, broad interests, confidence, self-esteem, appropriate behavior, and tenacious willpower, maintaining a good emergency state, having good psychological tolerance, self-healing and rehabilitation ability under various negative stimuli from both internal and external environments [20].

## ② Special Requirements

The psychological qualities and behavioral styles of IPCU teachers have a unique inducing and educational effect on students, therefore there are unique requirements: first, a broad and stable interest. From a psychological perspective, interest is the cognitive tendency that leads people to actively explore certain things, manifested as an individual's internal selection and tendency towards certain objects. Its occurrence and development generally go through three stages: fun, pleasure, and inclination. Fun is the primary level of interest, at which people are often attracted by the novelty, strange, and unique of things. This kind of interest is short-lived and has the characteristics of intuition, blindness, and universality. Pleasure is the intermediate level of interest, during which a person's interest gradually develops towards specificity and depth, characterized by specificity, spontaneity, and persistence. Inclination is an advanced level of interest. When a person's interest is combined with lofty ideals and goals, it will develop from pleasure to inclination. Inclination has the characteristics of sociality, self-awareness, and directionality. Ideological and political educators should have a wide range of interests. Firstly, develop an interest in ideological and political work and reach a level of inclination through cultivation; Secondly, based on a wide range of interests, making ideological and political work the center of interest and maintaining long-term stability is the key to achieving career success. Second, enrich and healthy emotions. Emotion is a person's attitude and experience towards things, which is gradually sublimated from feelings to emotions and then to sentiment. Feeling is a primitive and simple emotion that is mainly related to human physiological needs, with a short duration and obvious external manifestations, manifested as mood, passion, stress, etc. Emotion is a relatively advanced and complex emotion that is related to human social needs and lasts for a relatively long time, with less significant external manifestations. Sentiment is an emotion that arises from the social needs of people in labor, communication, scientific and cultural knowledge, morality, and beauty. It is at the highest level of human emotions and has the characteristics of stability and firmness. The work nature requires IPCU teachers not only to understand the emotions of the target audience but also to convey ideas and principles with the rich and healthy emotions. Only by being empathetic, respectful, and compatible with students can good educational results be achieved. Third, a firm and decisive will. Will is an intentional activity that overcomes various difficulties to regulate internal and external activities according to a predetermined purpose. For IPCU teachers, due to the frequent encounter of various obstacles in their work, without a strong and decisive will, they will lack the motivation to overcome difficulties. Fourth, a rich temperament. Temperament is mainly manifested as the driving force of human psychological activities, which is the speed, intensity, and directionality of psychological processes. Speed refers to the speed at which perception, thinking, emotions, etc. occur. Intensity refers to the strength of emotions, the speed of inhibition, and whether the external expression is obvious when emotions occur. Directionality refers to the tendency of a person's psychology. That is to say, some people lean towards the external

world, while others lean towards the inner world. The temperament requirements of IPCU teachers are calm, confident, tolerant, and open-minded. Fifth, a good personality. Personality is a stable attitude towards reality and a habitual behavior. The personality of IPCU teachers has a significant impact on their work effects. On one hand, it has a direct impact on their own moral character, temperament, ability, formation and development of ideas and viewpoints, as well as their work attitude and activity methods. On the other hand, it has a significant impact on students. The personality requirements of IPCU teachers are self-confidence, self-improvement, self-esteem, frankness, sincerity, enthusiasm, humility, caution, and generosity.

## 2.2 The Relationship between the Various Components of the Quality System

The core qualities of IPCU teachers are composed of five major parts: ideological quality, political quality, moral quality, intellectual quality, and physical and mental quality, which are combined according to a certain "order". Its "order" is mainly manifested as political quality is the soul, ideological quality is the dominant, moral quality is the support, intellectual quality is the symbol, and physical and mental quality is the foundation. The highly developed, balanced effective five elements have formed a content system of core qualities for IPCU teachers with theoretical and practical effectiveness.

Political quality is the soul, and ideological quality is the dominant factor, which is determined by their impact on the other qualities. The ideal beliefs and correct political stance contained in political and ideological qualities directly determine the nature and direction of the other four qualities.

Moral quality plays a supporting role in the quality system, which is determined by moral quality as a direct influencing factor on the self-awareness of ideological and political educators. Moral quality is a direct driving factor for the internal motivation and constraint of ideological and political educators, affecting their self-regulation and self-motivation. Therefore, moral quality is the internal driving force for the formation and development of the quality system.

Intellectual quality is the hallmark of the system. Knowledge quality is the raw material for the formation of a quality system, and its quality directly reflects and restricts the height of the system. Ability quality is a direct reflection of the combined efforts of political quality, ideological quality, moral quality, and knowledge quality. Ability quality directly affects the effectiveness of other qualities. If the ability quality is not high, the effectiveness of other qualities in practical activities will be greatly reduced.

Finally, physical and mental qualities are the foundation of the quality system. Among them, physical fitness is the material guarantee of all qualities, while psychological fitness is the spiritual guarantee of all qualities. Ideological and political education is a difficult task, which requires IPCU teachers to have good physical fitness. Without good physical fitness, even with rich work experience and knowledge, it is difficult to play a role. Psychological quality is also an important component of human



quality, which in a sense restricts and affects the development and performance of other qualities.

### 3 Enlightenment

In summary, the core qualities of IPCU teachers are a multi-level and multi-dimensional system, and their content and structure constantly change with the development of society. We should be rooted in the practical activities of IPCU teachers, grasp the development laws of their core qualities, draw on the achievements of relevant disciplines, deepen and expand the research, improve the role of ideological and political education in guiding and promoting the integration of ideological and political education into students' lives and returning to daily life. Starting from caring for the comprehensive development of students, helping them cope with practical moral challenges, and meeting personal reasonable needs, we fully leverage the caring and supportive role of ideological and political education, shorten the distance between ideological and political education and students, and thus improve the education effectiveness.

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