# I. Study on the Path of Civic and Political Education in Promoting the Formation of College Students' Outlook on Life and Values and the Enhancement of Psychological Quality

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Abstract: In the current era of complicated information, the construction of three views and the cultivation of psychological quality of young college students are subject to many challenges. This paper tries to promote the cultivation of good outlook on life and values and excellent psychological quality among college students through the means of Civic and Political education. The study proposes a path of Civic Education to guide college students' outlook on life and values, and combines it with the path of Civic and Psychological Parenting. Through empirical research, the role of the Civic and Political Education Path proposed in this paper in the formation of college students' outlook on life and values and the improvement of psychological quality is examined. Before the experiment, the experimental group and the control group belonged to the same level in outlook on life values and psychological quality. After the experiment, the experimental group's outlook on life values and psychological quality were significantly improved, and the scores of both outlook on life values and psychological quality were much higher than those of the control group. The outlook on life values and psychological quality of the experimental group were significantly improved after the experiment, while the control group did not show significant changes. The path of civic education proposed in this paper plays a positive role in the formation of outlook on life values and psychological quality of college students.
Keywords: civic education; outlook on life values; psychological quality; independent sample t-test

## A. 1. Introduction

In modern society, the material civilization of mankind is constantly developing, the material life of society is becoming richer and richer, and science and technology are advancing rapidly, while the spirit of some people is showing a tendency to atrophy, which has become a crisis of modernity. Focusing too much attention on material aspects will objectify life and alienate human nature. Contemporary college students are generally active in thought, energetic, strong personality, weak ability, plasticity and other practical situations, and psychologically not yet fully mature, so they are particularly vulnerable to the influence of external factors [1]. Some college students take the material pursuit as the goal of life, take the house in the big city as the goal, the spiritual life is occupied by the network, and neglect their own spiritual world. Therefore, at a time when the modern crisis is becoming more and more prominent, it is especially important for education to pay attention to the spirit and guide it correctly.

Ideological and political education for college students not only helps college students to master the basic knowledge of politics, morality and law, but also guides them to accept it ideologically and emotionally, and to practice it in practice. The combination of ideological and political education and mental health education for college students can help college students to look at social life with a correct mindset, and help college students to balance their need for material wealth with their inner spiritual needs such as truth, goodness, beauty, love, meaning, and ideals and beliefs [2-3]. Ideological and political education of college students can also help college students can more deeply understand the social situation, deepen the understanding of the party's policies, and enhance the social adaptability of students [4]. Thus, it improves college students' social observation ability and ability to analyze problems, and at the same time, they also think seriously about their own values, which is also of positive significance to the formation of a correct world view and life view and values [5-6].

Ideological and political education is an important way to convey the correct outlook on life and values to students, and it is an inevitable requirement for the efficient realization of the

fundamental mission of "establishing morality and educating people". Zhao, M. et al. emphasized that college students need to set up ambitious goals in accordance with the development of the times while learning professional knowledge well, while colleges and universities should formulate scientific and reasonable ideas of ideological and political education to help college students form a correct worldview, outlook on life and values by making up for their lack of social experience [7]. Li, R. believes that the impact of diversified concepts and the negative impact of the market economy faced by the world today makes traditional ideological and political education incompetent, and the ideological and political literacy of college students is gradually weakened, for this reason, the introduction of informatization teaching mode, so that students can internalize the worldview, outlook on life and values, and achieve the organic unity of the personalized development of the students and the development of the society [8]. Li, S. describes the ideological characteristics of college students and finds that new things and rapid changes in the current society are important in determining the direction of their thoughts, so colleges and universities need to strengthen the ideological guidance, carry out a wide range of social practice activities and volunteering activities, and help college students set up positive values and realize their life ideals by deepening theoretical education and practical education [9]. Yu, X. showed that in the current social context, university civic education often faces multiple challenges such as information overload, cultural diversity, and social transformation, and at the same time enjoys opportunities such as the development of information technology and global exchange and cooperation, therefore, universities should actively meet the challenges and seize the opportunities to develop civic education methods to promote the shaping of college students' values [10]. Shuyun, R. explored the innovative mode of college students' civic education under the perspective of core value theory, socialist core values play a significant guiding role in guiding the process of students' moral perfection and value pursuit, and colleges and universities should give full play to the carrier function of civic education and carry out socialist core value education with special significance for students [11].

The combination of college students' mental health education and ideological and political education is an important way to promote the localization of college students' mental health education, which can realize the complementary theoretical advantages and build a scientific and diversified mode of college education. Wang, Y. believes that education should be adhering to the policy of "people-oriented" to achieve the comprehensive and harmonious development of human beings, and in the ideological and political education theory courses of colleges and universities, it can guide students to strengthen the understanding of life, improve the quality of life, and promote the physical and mental health of students, so as to realize the value of education [12]. He, X. et al. pointed out that at the present stage, ideological and political education can help college students to establish correct values, but lack of strong relevance and effectiveness, while network information has great attraction to college students, but often affects their physical and mental health, so carrying out research on ideological and political and psychological education in the context of network information is a powerful initiative to meet the challenges of education in the new era [13]. Jiang, H. outlines the changes generated by the ideological dynamics of college students under the rapid changes in the social environment, calls for the humanistic care and psychological counseling in ideological and political education should be strengthened, and maximizes the constructive role of ideological and political education by summarizing the principles and measures of the innovation of civic and political education under the perspective of mental health education [14]. Zhang, M. et al. took positive psychology as an important entry point for the construction of ideological and political culture as a means of reforming and innovating ideological and political education in colleges and universities and evaluating its impact on students' psychological qualities, and the results showed that the construction of ideological and political culture among college students significantly improved students' various psychological indicators [15]. Li, X. et al. examined the intervention effect of the integration education model of ideological education and psychological education on the negative emotions of college students, and the results of the study showed that the integration education model can positively guide the

negative emotions of college students, help students to regulate their emotions, and to a certain extent improve the mental health education system of college students [16].

After analyzing the factors that hinder college students from cultivating a good outlook on life and values, this paper combines theory and practice and proposes a path for guiding college students' outlook on life and values in the path of Civic Education and the path of Civic Psychological Parenting. Combining the two, we are jointly committed to cultivating college students' excellent outlook on life and values and improving their psychological quality. Applying the path of ideological and political education proposed in this paper to practice, through the teaching experiment method, the experimental group and the control group's outlook on life values before and after the experiment were measured and independent samples t-test. Through inter-group and intra-group comparisons of the two groups, the effect of the Civic and Political Education Path of this paper on cultivating college students' outlook on life and values and improving college students' psychological quality is deeply verified.

## B. 2. Civic education paths for the development of outlook on life, values and psychological qualities

### 1. 2.1 Constraints on the development of university students' outlook on life and values

#### 1 2.1.1 Socio-environmental impacts

The 21st century is a volatile social period, full of instability, uncertainty and disharmony, and the challenges for young college students come one after another. These include the emergence of major public crises in society, the increasingly severe international situation, increasing social pressure, and cultural conflicts in the context of globalization. Recently, no event has had a more profound impact on the worldview, outlook on life and values of young college students than the outbreak of the new coronavirus

(COVID-19) at the end of 2019, which spread rapidly across the globe and had a major impact on the world. The Ministry of Education has given important instructions on student education, requiring all universities to protect students' lives and safety as the first priority, and universities have launched closed teaching management.

## 2  2.1.2 Multi-network impact

The rapid development of information networks, especially the Internet and various social media, has brought unprecedented new knowledge and challenges to college students. The development of the Internet has brought college students the following impacts:

(1) Information overload: the amount of information on the Internet is huge, rapidly spreading and difficult to screen, college students may feel overwhelmed by the huge amount of information, and it is difficult for them to filter out the content with intrinsic value.

(2) Distraction: Diverse online activities such as social media, instant messaging, and online games tend to distract students' attention, affecting learning efficiency and learning depth.

(3) Impact of value diversification: The Internet is full of various values, and different ideologies and cultural concepts are in conflict with each other, which may have a negative impact on college students' worldview and values that are still being shaped.

(4) Leakage of privacy and security: With the frequent occurrence of personal information leakage, online fraud and other security incidents, college students are still unable to make accurate judgment and take effective measures to protect their privacy.

(5) Internet addiction: With the introduction of various forms of Internet into people's lives, it brings pleasure to life and also greatly promotes the probability of Internet addiction among young people.

## 3  2.1.3 Lack of mainstream education

Higher education plays a pivotal role in the personality development and quality improvement of college students [17]. But at the same time, universities are also limited by certain conditions and are unable to comprehensively, omni-directionally and fully cultivate the relevant qualities of college students.

(1) The curriculum is not close enough to the reality, part of the university curriculum design is too theoretical, lack of content combined with the actual social and industrial needs, resulting in a lack of realistic reference for students in the cultivation of the three concepts.

(2) The education method is single, the traditional indoctrination teaching still dominates in some places, which greatly limits the development of students' critical thinking and independent thinking ability.

(3) Civic education is insufficient, limited only to the political classroom, most colleges and universities today are more deficient in the cultivation of students' ideological quality. Only talk about how to do, straightforward transmission of theoretical concepts. Do not talk about specific do, not interspersed with the ideological education in the social service.

## 2. 2.2 Civic Path of Guiding College Students' Outlook on Life and Values

### 1 2.2.1 Optimizing the construction of the curriculum system

The ideological and political theory class in colleges and universities undertakes the noble mission of establishing morality and educating people, and it is the main channel to educate the outlook on life and values and guide college students to establish a scientific outlook on life and values [18-19]. In order to carry out the education of outlook on life and values in colleges and universities, it is necessary to promote the improvement of the teaching content and innovation of methods in ideological and political theory courses with the times, stimulate the vitality of education in the ideological and political courses, make the ideological and political classroom really "live up", make students "learn up" with their hearts, and promote the connotative development of the ideological and political courses in colleges and universities in the new era. This will make the ideological and political classroom really "live", make students "learn" with all their hearts, promote the connotative development of the ideological and political class in the new era of

colleges and universities, and help college students form a scientific outlook on life and values.

First, optimize the construction of the life view curriculum system. Increase the number of life outlook and values education courses. Colleges and universities should, on the basis of abiding by the laws of student growth and the laws of education and teaching, endeavor to develop school-based courses guided by the outlook on life and values, and try to make it possible to offer a course in each academic year from freshman to senior year.

Second, enrich the teaching content of ideological and political theory courses. We are good at digging out the educational resources of outlook on life from the excellent traditional Chinese culture to enrich the teaching content. Chinese excellent traditional culture has a long history and is profound and profound, is the source and power of the development of the Chinese nation, and contains rich philosophy of life, humanistic spirit and values. College students are guided to strengthen the study of Chinese excellent traditional culture, taste the ancient concepts of righteousness and profitability, life and death, and morality, consciously inherit the excellent cultural genes, and deeply understand the important role of the correct outlook on life and values in the development of the individual and the nation, so as to set up the correct life goals, attitudes, and values of life.

Third, innovate the teaching methods and approaches of ideological and political theory courses. Civic and political theory course has a distinctive epochal nature. With the continuous development of the times, the ideological and political theory course should be updated and improved to meet the needs of society and the needs of students. Educators should enhance network thinking consciousness, improve information and technology literacy, master and use network information technology, give full play to the advantages of network new media and other modern teaching technologies, create digital Civics classroom, make the teaching content of Civics class more colorful, teaching methods more vivid, and promote the quality and effectiveness of ideological and political education.

## 2  2.2.2 Carrying out diversified practical activities

Practical activities are an important part of ideological and political education in colleges and universities and an important way to carry out the educational concept of "unity of knowledge and action" and guide college students to establish a correct outlook on life and values. The formation of correct outlook on life and values of college students can not only rely on theoretical knowledge instillation, it is more important to guide college students to participate in a variety of practices and gain true knowledge in practice. Therefore, colleges and universities should actively carry out diversified practical activities, constantly improve the mode of practical education, and enhance the effectiveness of the second classroom practical education.

First, colorful on-campus practical activities are carried out. On the one hand, academic activities such as academic seminars and expert forums related to the outlook on life and values are organized. Through such academic activities, students' horizons are broadened and their cognition is enhanced. On the other hand, it organizes speech contests on the themes of ideals and beliefs and the pursuit of life, and knowledge contests on current affairs and national security, etc. Relying on various student associations, such as academic, cultural and sports associations, and volunteer service associations, it promotes the overall development of students' physical and mental health and the enhancement of their comprehensive abilities in the association activities.

Secondly, rich social practice activities should be carried out. Colleges can regularly organize college students to visit red education bases, visit revolutionary heroes or exemplary and advanced people who have made great contributions to society, and encourage college students to actively participate in public welfare activities such as "three trips to the countryside", community service and volunteer service. In the process of social practice, students are trained to have an attitude of life and pursue values of hard work and endurance, and are helped to correctly understand the relationship between the individual and the society, and to get rid of the ideological erosion of the egoistic outlook on life and values.

### 3. 2.3 Path of Civic and Psychological Parenting

Civic and psychological education is not only only college students' mental health education, remove the whole line of civic and political education during the period from the first to the fourth year of college in order to enhance the students' psychological quality and healthy mind, according to the psychological health status of college students themselves, broadly categorized into the following three types, the first is the physical and mental contact with the new environment can not be quickly adapted to lead to the students and the new environment out of place. The second is that students encounter different difficulties and setbacks in the process of growing up, and their psychological tolerance and adjustment ability is insufficient. The third is the developmental psychological need for further improvement whenever students enter a new stage. Therefore, according to the three aspects of the psychological condition of students in colleges and universities, the whole process of psychological education must follow the law of students' psychological development, plan the theme of education according to the time and the need, integrate the work of ideological and political education into the growth of students in colleges and universities in all periods of time, and build a developmental whole process of psychological education content system.

### 1 2.3.1 Adaptation education

Learning to adapt is an important lesson that college students must learn in the process of growing up and becoming successful, and at the same time, adjusting their own mentality so as to learn to adapt is also an important part of the process of Civic and Political education. Colleges and universities will not only teach the importance of students' psychological adjustment in the course of ideological education, but also mention it in the daily practice of ideology, help students to set their own mindset, subjectively make their emotions stable when facing new environments, regulate their own psychological state, teach students not to be afraid of difficulties and dangers, enhance students' psychological quality and stress-resistant ability, improve students' level of moral quality, and practice their ability to cross a mountain and then climb a peak,

cross a ditch and then climb a ditch, and then learn to adapt. They can also practice their determination to climb another peak and cross another ravine to further enhance students' adaptability. The complexity of today's era requires students to gradually enhance their adaptability. Colleges and universities through ideological and political education to guide students to establish a correct conceptual awareness, through psychological education so that students can easily regulate their own emotions, quickly adapt to the new environment around them, so that students in the face of changes in the external environment, they can take the initiative to regulate their own emotions and state of mind, so that their outward expression of behavior in line with the laws of survival of the new environment.

## 2   2.3.2 Preventive education for knowledge

It mainly focuses on improving professional ability, upgrading comprehensive quality, developing intimate relationship, and comprehensively leading and promoting students to establish a rational, calm, positive and healthy state of mind, and cultivate the sense of responsibility and sense of commitment through popularizing mental health knowledge and conducting mental health census. Therefore, in the period of sophomore and junior years, the main content of psychological education in colleges and universities is to carry out knowledge-based education and preventive education.

Teachers of ideological and political education theory courses can, through the teaching of the ideological and moral foundation and legal cultivation courses, establish students' correct outlook on the three as the basis, and the shape of a healthy psychology complement each other. Make college students feel that correct value orientation, strong psychological quality, and mastery of basic psychological knowledge are all necessary conditions for their positive development. Intellectual education can make students face up to the importance of mental health, establish mental health awareness under the correct value orientation, enrich the knowledge system of psychological education in colleges and universities, accelerate the integration of ideological and political education in colleges and universities, and integrate the education of the world outlook, outlook on life, and values into education, so as to

synchronize the development of students' mental health and ideological and moral qualities.

### 3    2.3.3 Developmental education

Developmental education, as the highest-level content of ideological and psychological education, focuses on the long-term comprehensive development of the individual, shaping the students' positive mentality and moral quality of the three outlooks, as well as developing the students' psychological potential. Personality is the external manifestation of individual psychological quality, which is the expression of individual psychological activities through external behavior. Civic and political psychological education focuses on cultivating students to establish a correct sense of self, so that students can have a comprehensive and clear understanding of self, according to the actual situation of the individual to exercise their own psychological quality, and gradually form a more stable mood and better psychological quality. At the same time, in the specific practical activities, exercise students in different external environmental conditions, the inner psychological factors can quickly help individuals adapt to external conditions, guiding students to have a good psychological quality based on their own behavioral performance externalized into positive behavioral performance.

## 4.  2.4. Ideological and political education empowers local governance

First, through various educational activities and curriculum design, ideological and political education encourages individuals to realize that they are members of the community and emphasizes the close connection between the interests of the community and the interests of the individual. Ideological and political education highlights the core position of law in community management, guides the public to deeply understand the fundamental principles, norms and processes of law, and enhances their respect for the law.

Secondly, through ideological and political education, citizens can have a deep understanding of various principles and strategies of democratic decision-making, such as openness and transparency, equal participation and diversified consultation, so as to cultivate

their awareness and ability to participate in community affairs. Ideological and political education adopts various means such as simulation training and teamwork to cultivate citizens' ability in consultation, cooperation and problem solving, so that they can more actively participate in the decision-making and management activities of community governance.

Thirdly, ideological and political education emphasizes on cultivating citizens' ability to listen to and understand others, guiding citizens to respect the opinions and needs of others through discussion and debate, and strengthening mutual trust and understanding among community members. Ideological and political education enhances citizens' oral and written communication skills and enables them to articulate their views and opinions, thereby enhancing effective communication and information exchange among community members.

Finally, ideological and political education provides guidance and direction for the construction of community culture. Ideological and political education focuses on respecting diversity in the construction of community culture, guiding the public to respect and appreciate different cultural backgrounds and viewpoints through various education and publicity activities, so as to create an inclusive and harmonious community environment. Ideological and political education aims to cultivate citizens' cultural awareness and values, ensure that they can appreciate art, respect traditional culture and care about social welfare, and thus provide a solid cultural backing for their diverse participation in community governance.

## C. 3. Analysis of practical effects

It clarifies the rules and reasons of the interrelation and interaction between ideological and political courses in colleges and universities and community governance, and provides theoretical guidance for the concrete implementation of interactive integration. This paper analyzes the internal mechanism of the interaction and integration of education and life, Marxist epistemology, and the compatibility and complementarity of ideological and political courses and community governance in substance and form. In order to test the effect of this article's ideological education path on the formation of college students' outlook on life values and the

enhancement of their psychological quality, two classes of sophomore computer majors in W school were selected and grouped into experimental and control groups, applying this article's educational path in the experimental group's ideological education, while the control group adopts the traditional education mode. The teaching experimental method was adopted to measure and compare the scores of life outlook values and psychological quality of the two groups.

## 1. 3.1 Effectiveness of formation of outlook on life and values

### 1  3.1.1 Comparative analysis of the results of the test of outlook on life and values of the two groups

First of all, the experimental group and the control group were questionnaire surveyed and interviewed to understand the basic situation of the life values of the two groups of subjects, and through the calculation, the life values of the two groups of subjects were divided into dimensions to assign scores and independent samples T-tests, and the results of the comparison of life values of the experimental group and the control group of subjects before the experiment are shown in Table 1. From the results in Table 1, before the experiment, the score difference between the experimental group and the control group in the eight dimensions of life attitude, life value, social responsibility, self-cognition, value orientation, value pursuit, value judgment, and value choice is 0.04, 0.24, 0.25, 0.14, 0.15, 0.22, 0.41, and 0.16, respectively, which is not more than 0.5, and the P-value of each dimension is greater than 0.05, indicating that before the experiment, there was basically no difference between the two groups in the values of life outlook.

Table 1 Comparison of outlook on life and values of 2 groups before the experiment

| Dimension | Experimental group | | Control group | | T | P |
|---|---|---|---|---|---|---|
| | M | SD | M | SD | | |
| Life attitude | 5.41 | 1.68 | 5.37 | 1.82 | 0.232 | 0.525 |
| Life value | 4.69 | 1.81 | 4.93 | 1.67 | - | 0.815 |

| Dimension | M | SD | M | SD | T | P |
|---|---|---|---|---|---|---|
| | | | | | 0.564 | |
| Social responsibility | 5.61 | 1.70 | 5.86 | 1.87 | -0.791 | 0.617 |
| Self-cognition | 5.11 | 1.90 | 4.97 | 1.66 | 0.525 | 0.564 |
| Value orientation | 4.82 | 1.98 | 4.97 | 1.24 | -0.327 | 0.694 |
| Value pursuit | 5.40 | 1.74 | 5.18 | 1.59 | 0.608 | 0.853 |
| Value judgment | 6.85 | 1.71 | 6.44 | 1.90 | 0.662 | 0.794 |
| Value selection | 5.60 | 1.57 | 5.76 | 1.52 | -0.391 | 0.731 |

After the experiments of implementing different teaching methods for the experimental group and the control group respectively, the post-test results of the two groups were compared and analyzed, and the results are shown in Table 2. In the longitudinal comparative analysis, it was found that the experimental group and the control group have produced a large gap in the life outlook value scores, and the experimental group in eight dimensions in order to achieve a comprehensive surpassing of the control group, respectively, higher than the control group by 6.08, 5.61, 3.00, 4.59, 4.56, 4.87, 5.97, 5.31 points, and the p-value of each dimension is less than 0.05, which means that the experimental group has positively improved its subjects' outlook on life values after experiencing the teaching experiment.

Table 2 Comparison of outlook on life and values of 2 groups after the experiment

| Dimension | Experimental group | | Control group | | T | P |
|---|---|---|---|---|---|---|
| | M | SD | M | SD | | |
| Life attitude | 11.46 | 3.42 | 5.38 | 1.68 | 5.457 | 0.001 |
| Life value | 10.61 | 3.67 | 5.00 | 1.62 | 4.823 | 0.003 |
| Social responsibility | 8.89 | 3.10 | 5.89 | 1.71 | 3.459 | 0.001 |
| Self-cognition | 9.69 | 3.40 | 5.10 | 1.73 | 4.411 | 0.002 |
| Value orientation | 10.09 | 2.88 | 5.53 | 1.42 | 4.958 | 0.001 |
| Value pursuit | 11.10 | 2.32 | 6.23 | 1.25 | 5.212 | 0.004 |
| Value judgment | 11.20 | 2.84 | 5.23 | 1.47 | 3.277 | 0.001 |

| Value selection | 10.94 | 2.27 | 5.63 | 1.35 | 4.715 | 0.003 |

## 2    3.1.2 Analysis of within-group changes in outlook on life values before and after the experiment

The life values scores of the experimental group before and after the experiment were compared, so as to visualize the changes in the life values of the experimental group before and after the experiment. The comparison results are shown in Table 3. Observing Table 3, it can be seen that comparing the results of the pre-test, the post-test results of the experimental group's outlook on life values got an improvement of 6.05, 5.92, 3.28, 4.58, 5.27, 5.70, 4.35, 5.34 scores, and the P-value of each dimension is less than 0.05, which once again verifies that the experimental group promotes the formation of good outlook on life values of the subjects by means of the pathway of Civic and Political Education proposed in this paper.

Table 3 Outlook on life and values of experimental group before and after the experiment

| Dimension | Before | | After | | T | P |
|---|---|---|---|---|---|---|
| | M | SD | M | SD | | |
| Life attitude | 5.41 | 1.68 | 11.46 | 3.42 | -4.503 | 0.001 |
| Life value | 4.69 | 1.81 | 10.61 | 3.67 | -4.459 | 0.002 |
| Social responsibility | 5.61 | 1.70 | 8.89 | 3.10 | -5.796 | 0.005 |
| Self-cognition | 5.11 | 1.90 | 9.69 | 3.40 | -4.456 | 0.004 |
| Value orientation | 4.82 | 1.98 | 10.09 | 2.88 | -5.071 | 0.001 |
| Value pursuit | 5.40 | 1.74 | 11.10 | 2.32 | -4.643 | 0.001 |
| Value judgment | 6.85 | 1.71 | 11.20 | 2.84 | -6.007 | 0.003 |
| Value selection | 5.60 | 1.57 | 10.94 | 2.27 | -4.399 | 0.004 |

The comparison results of the outlook on life values of the control group before and after the experiment are shown in Table 4. Comparison of the pre- and post-test results of the control group reveals that the original outlook on life and values of the control group have not been fundamentally improved under the traditional mode of Civic and Political Education, and the difference between the scores of the pre- and post-tests ranges from 0.01 to 1.21, with the P-values of all dimensions greater than 0.05, which can be seen that the control group maintains the same level of consistency in their outlook on life and values.

The path of Civic and Political Education proposed in this paper provides sufficient theoretical guidance and practical planning in cultivating college students' outlook on life and values, and influences college students to establish correct outlook on life and values through all-round and three-dimensional guidance from the construction of the curriculum to the practice of reality. The traditional Civic and Political Education, on the other hand, appears to be in a single form, and the way of calling on the students' three views through classroom teaching appears to be insufficiently contagious at the present time, and thus has a poorer effect.

Table 4 Outlook on life and values of control group before and after the experiment

| Dimension | Before | | After | | T | P |
|---|---|---|---|---|---|---|
| | M | SD | M | SD | | |
| Life attitude | 5.37 | 1.82 | 5.38 | 1.68 | -0.108 | 0.984 |
| Life value | 4.93 | 1.67 | 5.00 | 1.62 | -0.237 | 0.702 |
| Social responsibility | 5.86 | 1.87 | 5.89 | 1.71 | -0.152 | 0.914 |
| Self-cognition | 4.97 | 1.66 | 5.10 | 1.73 | -0.278 | 0.621 |
| Value orientation | 4.97 | 1.24 | 5.53 | 1.42 | -0.653 | 0.351 |
| Value pursuit | 5.18 | 1.59 | 6.23 | 1.25 | -0.941 | 0.471 |
| Value judgment | 6.44 | 1.90 | 5.23 | 1.47 | 0.992 | 0.323 |

| | | | | | |
|---|---|---|---|---|---|
| Value selection | 5.76 | 1.52 | 5.63 | 1.35 | 0.383 | 0.778 |

## 2. 3.2 Psychological quality improvement effect

### 1   3.2.1 Comparative analysis of the results of psychological quality tests of the two groups

Before the beginning of the teaching experiment, an independent sample t-test was conducted on the experimental group and the control group to analyze whether there were differences between the two groups in terms of ideological attitudes, self-management, emotion regulation, environmental adaptation, stress-bearing capacity, and interpersonal communication, and the results are shown in Table 5.

According to Table 5, it can be seen that the mean scores of the experimental group were about the same as those of the control group before the experiment in the dimensions of attitude of mind, self-management, emotion regulation, environmental adaptation, stress tolerance, and interpersonal communication, and after conducting the independent samples test, T=-0.565, -0.326, 0.412, 0.502, 0.284, and -0.248, P=0.652, 0.584, and 0.741, 0.514, 0.653, 0.726 (all greater than 0.05), implying that there is no significant difference, i.e., the two classes are comparable in the six dimensions of psychological quality.

To summarize, before the experiment the experimental group and the control group in each indicator of psychological quality, after the independent samples test, the p-value of each indicator of psychological quality is greater than 0.05, that is, there is no significant difference between the experimental group and the control group in the indicators of psychological quality, and can be carried out in the teaching experiment intervention.

Table 5 Comparison of mental quality of two groups before the experiment

| Dimension | Experimental group | | Control group | | T | P |
|---|---|---|---|---|---|---|
| | M | SD | M | SD | | |
| Thought & | 10.26 | 2.54 | 10.33 | 3.13 | - | 0.652 |

| | | | | | | |
|---|---|---|---|---|---|---|
| attitude | | | | | 0.565 | |
| Self management | 8.95 | 2.03 | 9.02 | 2.41 | -0.326 | 0.584 |
| Emotional regulation | 10.32 | 2.44 | 10.11 | 2.69 | 0.412 | 0.741 |
| Environmental adaptation | 8.54 | 2.24 | 8.29 | 2.55 | 0.502 | 0.514 |
| Bearing capacity | 7.56 | 1.95 | 7.48 | 2.01 | 0.284 | 0.653 |
| Interpersonal communication | 9.45 | 3.05 | 9.55 | 2.89 | -0.248 | 0.726 |

At the end of the teaching experiment, the independent sample t-test was used to analyze whether there is a difference in the 6 dimensions of psychological quality between the experimental group and the control group after the experiment, and the specific statistical results are shown in Table 6.

Table 6 shows that it can be obtained that in the 6 dimensions of psychological quality, the experimental group scored 18.03, 19.05, 16.62, 18.71, 16.78, and 20.00 points, which were 7.44, 9.38, 5.97, 9.93, 8.76, and 10.04 points higher than that of the control group, respectively, with T=5.374, 6.948, 4.246, 7.268, 6.254 , 8.156, $P<0.05$, indicating significant differences.

In conclusion, there is a very significant difference between the experimental group and the control group in terms of psychological quality after the experiment, i.e., the path of Civic Education in this text has a significant improvement in the mental health of students.

Table 6 Comparison of mental quality of two groups after the experiment

| Dimension | Experimental group | | Control group | | T | P |
|---|---|---|---|---|---|---|
| | M | SD | M | SD | | |
| Thought & attitude | 18.03 | 4.34 | 10.59 | 3.22 | 5.374 | 0.003 |
| Self management | 19.05 | 5.16 | 9.67 | 3.34 | 6.948 | 0.001 |
| Emotional regulation | 16.62 | 5.56 | 10.65 | 2.47 | 4.246 | 0.004 |
| Environmental | 18.71 | 6.45 | 8.78 | 3.11 | 7.268 | 0.001 |

| | | | | | | |
|---|---|---|---|---|---|---|
| adaptation | | | | | | |
| Bearing capacity | 16.78 | 5.77 | 8.02 | 3.02 | 6.254 | 0.002 |
| Interpersonal communication | 20.00 | 5.86 | 9.96 | 2.54 | 8.156 | 0.001 |

## 2   3.2.2 Analysis of within-group changes in psychological quality before and after the experiment

After the experimental group conducted the teaching experiment, the method of independent samples T-test was used to test the difference between the 6 dimensions of psychological quality of the experimental group before and after the experiment, and the specific statistical results are shown in Table 7.

Table 7 shows that it can be obtained that $P<0.05$ on the 6 dimensions of psychological quality, that is, the experimental group after the teaching experiment, the psychological quality of the students produced a significant difference, in the ideological attitude, self-management, emotional regulation, environmental adaptation, stress capacity, interpersonal communication dimensions, the results of the post-test were higher than the results of the pre-test, respectively, 7.77, 10.10, 6.30, 10.17, 9.22, 10.55 Score.

Table 7 Mental quality of experimental group before and after the experiment

| Dimension | Before | | After | | T | P |
|---|---|---|---|---|---|---|
| | M | SD | M | SD | | |
| Thought & attitude | 10.26 | 2.54 | 18.03 | 4.34 | 5.488 | 0.003 |
| Self management | 8.95 | 2.03 | 19.05 | 5.16 | 8.468 | 0.001 |
| Emotional regulation | 10.32 | 2.44 | 16.62 | 5.56 | 4.264 | 0.004 |
| Environmental adaptation | 8.54 | 2.24 | 18.71 | 6.45 | 8.849 | 0.001 |
| Bearing capacity | 7.56 | 1.95 | 16.78 | 5.77 | 7.513 | 0.002 |
| Interpersonal communication | 9.45 | 3.05 | 20.00 | 5.86 | 9.155 | 0.001 |

The control group adopts traditional Civics teaching, and uses the method of paired samples T-test to test the differences in the six dimensions of students' psychological quality, respectively, and the specific statistical results are shown in Table 8.

Table 8 shows that it can be obtained, in each dimension, P>0.05, that is, it shows that there is no significant difference in the psychological quality of the control group, although the results of the post-test are improved compared with the results of the pre-test, but the enhancement is within the range of [0.26,0.65], the enhancement is very limited.

Traditional civic education pays little attention to the psychological aspects of college students, and has limited effect in helping college students exercise their minds and improve their psychological quality. This paper proposes a path of Civic Education that includes a part of Civic Psychological Education, which gradually improves the psychological quality of students by providing them with stage-by-stage psychological education.

Table 8 Mental quality of control group before and after the experiment

| Dimension | Before | | After | | T | P |
|---|---|---|---|---|---|---|
| | M | SD | M | SD | | |
| Thought & attitude | 10.33 | 3.13 | 10.59 | 3.22 | 0.305 | 0.925 |
| Self management | 9.02 | 2.41 | 9.67 | 3.34 | 0.745 | 0.305 |
| Emotional regulation | 10.11 | 2.69 | 10.65 | 2.47 | 0.625 | 0.416 |
| Environmental adaptation | 8.29 | 2.55 | 8.78 | 3.11 | 0.418 | 0.654 |
| Bearing capacity | 7.48 | 2.01 | 8.02 | 3.02 | 0.642 | 0.423 |
| Interpersonal communication | 9.55 | 2.89 | 9.96 | 2.54 | 0.512 | 0.716 |

## D. Conclusion

The exploration of multi-participation community governance model is a long and complicated process, which needs the joint efforts and active participation of the government, community

organizations and residents. At the same time, it is also necessary to constantly summarize and share the successful experience and innovative practice of diverse participation in community governance, strengthen exchanges and cooperation among all parties, and form a new pattern of community governance featuring joint construction, joint governance and shared benefits. The community education model led by ideological and political education is the starting point to meet the needs of community residents, the starting point to promote the construction of life values and psychological quality of college students, the starting point to coordinate the combination of school, family and society, the focus of the people's satisfaction education, the combination of community governance modernization, the fundamental point of the construction and development of communities, and the dedication to serve the people The goal of the business is to comprehensively improve community citizenship and community governance.

## *E. Funding*

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## Author's Profile

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