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Research on the Coupling Mechanism of Value Guidance and Behavior Formation for College Students in the Context of "Grand Ideological and Political Courses"

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Abstract: The "Grand Ideological and Political Education Course" can offer a brand-new approach to enhancing the quality and influence of ideological and political education in colleges and universities. However, there is a disconnection between value orientation guidance and behavioral formation, which limits the actual impact of education. This article starts from all the characteristics of ideological and political education in the "Grand Ideological and Political Education Course". The connotation, logic and empowerment mechanism of the coupling between value orientation guidance and behavior formation were analyzed, and the core dimensions of coupled development such as value cognition and behavioral self-awareness were also discussed. A coupling mechanism has been established, which includes the main goals, core components and implementation paths. This can assist colleges and universities in achieving coordinated cultivation in both value orientation guidance and behavior formation, enhance the practical effect of the "Grand Ideological and Political Education Course", and also promote the coordinated development of college students' ideological and behavioral qualities, providing theoretical support and practical guidance.

Keywords: Grand Ideological and Political Education Course; College Students; Value Orientation Guidance; Behavior Formation; Coupling Mechanism

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1. Introduction

The "Grand Ideological and Political Education Course" has been constantly advancing, which provides new approaches and methods for improving the quality and influence of ideological and political education in colleges and universities. The "Grand Ideological and Political Education Course" has the characteristics of universality, practicality and educational nature. It has become a key reliance for guiding college students to establish correct values and cultivate their good behavioral habits. The guidance of value orientation is the core content of behavior formation, and behavior formation is the concrete manifestation of values in practice. Closely integrating value orientation guidance with behavior formation is the key to improving the practical effect of ideological and political education. Currently, there is a disconnection in the cultivation of value orientation guidance and behavior formation in colleges and universities. These two aspects failed to form a combined force. Under the background of the "Grand Ideological and Political Education Course", exploring the

coupling mechanism between value orientation guidance and behavior formation is an inevitable requirement for solving the problem of fragmented ideological and political education, and it is also a key approach to stabilizing the ideological foundation of college students and promoting the alignment of value orientation guidance and behavior formation in the same direction.

2. Theoretical foundations regarding comprehensive ideological and political education, value guidance, and behavior formation

2.1. The core connotation and educational characteristics of comprehensive ideological and political education.

Comprehensive ideological and political education regards cultivating students' moral qualities as its fundamental task. It is a comprehensive ideological and political education system that breaks through the boundaries of the classroom and integrates various educational resources. Its core connotation is reflected in several aspects such as a relatively broad perspective, comprehensive integration of content, and expansion of carriers. It will integrate ideological and political education with the actual social situation, professional learning content and practical experience gained, thus enabling all-round education for all students. Its unique educational features are mainly reflected in three aspects: The first aspect is practicality. It takes the large classroom of society as its foundation, allowing students to deepen their understanding of ideology in the process of practical experience, and enabling ideological and political education to break away from formalism and abstraction. The second aspect is all-round. It will integrate various educational resources both inside and outside the school, as well as online and offline, to build a collaborative ideological and political education ecosystem. The third aspect is educational. It closely revolves around students' growth patterns and ideological characteristics, integrating value shaping into the entire process of knowledge imparting and ability cultivation. It is emphasized that ideological guidance and behavioral guidance should be organically unified to provide a systematic and three-dimensional educational carrier for guiding students' values and cultivating their behaviors.

2.2. The connotation and realization path of value guidance for college students

The cultivation of college students' value orientation is a crucial part of ideological and political education in colleges and universities. Its essence is to guide college students to establish correct worldviews, outlooks on life, and value systems that meet the development needs of the new era and the growth requirements of young people. This cultivation process aims to foster individuals who can resonate with the mainstream values of society. And the ability to recognize values, identify with them, and implement them in practice that can adapt to the development of The Times. Its core goals are numerous, among which are to consolidate the foundation of college students' ideals and beliefs, cultivate their patriotic feelings and sense of responsibility, help them clarify their value pursuits, and strengthen their value positioning. In terms of implementation methods, theoretical guidance and practical immersion should be combined, and ideological and political theory courses can be regarded as the cornerstone. This course is used to consolidate the theoretical foundation of college students. Thematic education and cultural immersion can also be used as carriers to deepen college students' value cognition. By means of demonstration and value analysis, guide college students to apply critical thinking and make decisions, thereby consolidating their own value orientations and enabling them to transform their value concepts into conscious ideological practices. This process of cultivating college students' value orientations It can provide a very powerful ideological core for the behavioral development of college students and also offer them guidance on value orientation [1].

2.3. The Internal logic and cultivation requirements of behavioral formation for college students

The cultivation of students' behavior actually refers to a process in which individuals, under the guidance of their ideological concepts and value principles, gradually develop stable behavioral habits and patterns through long-term

education, personal practice, and self-discipline. During this process, it follows an internal development logic, starting from cognition, then to acceptance, and finally from voluntary compliance. Then comes self-regulation, and finally, from imitating others to internalizing it as a part of oneself. The cultivation of students' behavior is a concrete manifestation of values in terms of behavior and an inevitable need for individuals to achieve socialization. The depth and effectiveness of behavior cultivation directly reflect the impact of value guidance on practice. The development of behavior cultivation requires both systematicness and continuity. On the one hand, it should be in line with the characteristics of students' physical and mental development, adhere to the objective laws of behavioral formation, emphasize taking it step by step, starting from the most basic norms, and gradually improve behavioral quality. On the other hand, it is necessary to strengthen the unity of knowledge and action, and integrate behavioral cultivation into daily academic life and social practice. With the constraints of systems, the influence of the environment, practical training and self-management, students can transform external behavioral requirements into internal voluntary actions, thus making behavioral habits standardized and stable [2].

3. The coupling connotation and theoretical consistency of values guidance and behavior cultivation

3.1. Core connotation and essential characteristics of coupling

In the current context of comprehensively promoting ideological and political education for college students, integrating the value guidance and behavioral cultivation of college students holds special significance. This dynamic relationship with ideological and political education as the core part is mutually penetrating, mutually supportive, and can develop in a coordinated manner. This is not a superficial integration; on the contrary, It has achieved a deep alignment with educational goals and coordinated development. Its core essence is that value guidance, as a leader in the ideological aspect, can clarify the direction of behavior and also infuse it with spiritual connotations. Behavioral cultivation, as a carrier of practice, can implement value guidance in specific actions, achieving mutual promotion and common development at both the ideological and practical levels. The essential feature of this coupling relationship is that they are interrelated and interdependent. It is an inseparable whole. If the cultivation of behavior deviates from the value orientation, there is a risk of losing its way forward. If the value guidance lacks the cultivation of behavior, there is a risk of only remaining on the surface. The dynamic coupling process should be adapted to the development stage of students and the progress of ideological and political education, demonstrating systematic coordination and relying on the comprehensive educational framework of ideological and political education. This can achieve multi-faceted and end-to-end collaborative cultivation, establishing a closed-loop educational ecosystem[3].

3.2. The coupled logic of value guidance and behavioral cultivation

The integration of value guidance and behavioral cultivation for college students has a very profound internal logical relationship. This integration process is based on the ideological and political education principle of the unity of cognition, belief and practice, and runs through the entire process from understanding the concept to actual implementation. In terms of cognitive logic, Value guidance can help students establish correct values, gradually form stable value judgments, and lay a very solid ideological foundation for behavioral cultivation. This enables students to clearly understand where the value standards and moral boundaries of their behavior lie. From a practical perspective, behavioral cultivation is actually the external manifestation of value orientation. Through the daily behavioral practice activities carried out, students' understanding of value can be deepened, their value concepts consolidated, and the transformation from value cognition to value practice achieved. From a developmental perspective, value guidance and behavioral cultivation form a spiral upward relationship. Value guidance is advanced and can elevate behavioral cultivation to a higher level, while behavioral cultivation is effective, which in turn can support the accuracy and effectiveness of value guidance. This mutually promoting and cyclical improvement relationship can eventually enable the coordinated development of college students'

ideological quality and behavioral ability.

3.3. Empowerment mechanism of coupled development in large-scale ideological and political courses

Comprehensive ideological and political education, with its unique educational characteristics, provides all-round support for the coordinated development of value guidance and behavioral cultivation. It is a key support system that enables the deep integration of value guidance and behavioral cultivation, and also a practical platform. Its authorization mechanism is mainly reflected in three dimensions. Firstly, there is the concept authorization. The CIP project has always regarded moral education as its fundamental mission, adhering to the core concepts of holistic education, continuing education, and inclusive education. It has established unified educational goals and value orientations for both value guidance and behavioral cultivation, broken down the barriers existing in a single educational stage, and promoted the systematic planning and implementation of coordinated development. Secondly, there is operator authorization. The CIP project integrates various educational carriers such as classroom teaching, social practice, and campus culture, and incorporates value guidance into multiple practical scenarios. This enables behavioral cultivation to be implemented in specific ideological and political practices, providing rich practical references for the coordinated development of value guidance and behavioral development. It has achieved an organic combination of ideological guidance and practical cultivation. The last aspect is resource empowerment. It integrates ideological and political education resources both inside and outside the school, concentrating teaching staff, platform forces, and social forces as educational elements. It provides sufficient resource support for the coordinated development of value guidance and behavior cultivation, forming a collaborative educational force and ensuring the efficient operation of the collaborative mechanism for value guidance and behavior cultivation [4].

4. The core dimensions and interconnection mechanism of coupled development from the perspective of comprehensive ideological and political education.

4.1. The synergistic dimension of value cognition and behavioral self-awareness

Value cognition refers to college students' understanding and grasp of mainstream values. In fact, it is the ideological prerequisite for the formation of behavioral consciousness, and behavioral consciousness is the initial manifestation of the transformation of value cognition into practical application. The two aspects of value cognition and behavioral consciousness together constitute the basis for their coupled development. Within the framework of comprehensive ideological and political education courses, through various teaching methods such as classroom lectures and theoretical explanations, students can systematically master core values and establish a correct value cognition system. In this way, students can clearly identify the value principles that guide their behavioral choices. The depth of value cognition will directly affect the degree of behavioral awareness. Only when value concepts truly penetrate into students' hearts and generate a very strong resonance in their thoughts can students transform value cognition into positive behavioral awareness. This situation will prompt students to consciously make value orientation choices in their daily study and life activities Ultimately, achieve a two-way synergy and synchronous resonance between value cognition and behavioral awareness [5].

4.2. The integration dimension of value identity and behavioral norms

Value identification refers to the extent to which college students truly accept mainstream values from the bottom of their hearts and the emotional identification they generate with these values. Value identification is actually a more profound psychological construction than simple value cognition. It does not merely remain at the cognitive level but is manifested through behavioral norms, transforming these values into concrete and visible standards. The two aspects of value cognition and behavioral norms form a mutually dependent relationship. The comprehensive ideological and political

education course takes practical participation as a bridge, allowing students to conduct social research and also have them participate in volunteer work. Through these activities, students can experience the value of values in real life and deepen their understanding of values. This understanding provides an internal driving force for behavioral norms, enabling students to shift from passively adhering to them to actively following them. During the process of practicing these behavioral norms, students' understanding of values will enhance, that is to say, their comprehension of the values used to regulate their own behavior will also become deeper. In this way, a mutually promoting and reinforcing cycle is formed, within which value cognition and behavioral norms are closely integrated.

4.3. Dimensions of value implementation and behavioral cultivation

Value practice is a very crucial link. It can transform our cognition and understanding of value into actual actions. Behavioral cultivation refers to the formation of relatively stable habits and behavioral patterns through continuous value practice. These two key elements together constitute the ultimate dimension of all-round development, and at the same time, this also represents the direction that comprehensive ideological and political education focuses on. This kind of education breaks the situation of being confined merely to the classroom and builds a complete value practice platform for college students. It enables college students to integrate their value concepts into social practice and all aspects of campus life, constantly carrying out value practices. Through repeated experiential practices, students can fix behaviors that are in line with their value orientations. This kind of behavior is initially subject to external constraints, but gradually it will transform into an internal behavioral habit and eventually form a stable behavioral quality. A good behavioral pattern can also promote value practice, allowing value to be reflected and enhanced through daily behavior. This can enable value practice and behavioral cultivation to achieve a spiral ascent [6].

5. Construction and implementation of coupling mechanism for college students under the background of comprehensive ideological and political education

5.1. Basic principles and goal orientation of coupling mechanism construction

To establish a collaborative mechanism for guiding the value and cultivating the behavior of college students under the framework of "comprehensive ideological and political education", it is necessary to clarify scientific principles and have clear goals. The basic principles mentioned here must be closely related to the core mission of this educational approach. We should prioritize the development of students and take moral education as the fundamental direction running through the entire educational process. Only by achieving the unity of knowledge and action can the understanding of value be transformed into practical behavior. Additionally, it is important to attach importance to collaborative coordination, consolidate ideological and political education resources, and form the force of collaborative education. Guided by the development model of college students, we should advance step by step. The main goals should focus on three relatively key aspects The first aspect is to achieve a deep integration of value guidance and behavior cultivation, and build a comprehensive ideological and political education system. The second aspect is to guide students to establish correct worldviews, outlooks on life and values, and cultivate their ability to conduct themselves in a standardized and self-aware manner. The third aspect is to leverage the practical advantages of comprehensive ideological and political education, integrate values into daily behaviors, and enable ideological guidance and behavioral cultivation to progress and improve together [7].

5.2. Core components and operational framework of the coupling mechanism

The core mechanism of the value guidance - behavior cultivation coupled system contains three interdependent subsystems, namely the incentive subsystem, the transmission subsystem, and the integration subsystem. These subsystems work together to drive the entire process. The motivation subsystem mainly focuses on the curriculum development of comprehensive ideological and political education courses. And by empowering it through practice, it can provide

a continuous educational impetus for the coupling of value guidance and behavioral cultivation. The communication subsystem will utilize various platforms such as classroom teaching, campus culture, and social practice to effectively convey value concepts into the actual behavioral implementation process. The integration subsystem emphasizes that value cognition and behavioral practice should achieve a deep alignment, ensuring that value guidance can run through every stage of behavioral cultivation. The operational framework of this coupling system positions the university as the central entity, integrating the collaborative education of families and society, and establishing a closed-loop cycle of "value input → concept internalization → behavior output → feedback optimization". This approach ensures the systematic operation of the coupling mechanism and can produce tangible results [8].

5.3. Implementation path and guarantee conditions for the coupling mechanism

To ensure that the coupling mechanism can effectively play its due role, it is necessary to establish a multi-dimensional and relatively comprehensive implementation framework, and there must be a strong enough system to guarantee it. This implementation path should be closely linked to the educational context in which ideological and political education courses are located, and the value orientation should also be integrated into the teaching environment of the core classroom. By doing so, the theoretical basis of coupling can be further consolidated. Campus culture construction can also create an educational atmosphere. In this atmosphere, values will gradually permeate students' daily behaviors. By expanding the platform for social practice, students will have the opportunity to participate in various practical activities. This way, they can deepen their understanding of value and also enhance their own behavioral capabilities. It is necessary to establish institutional guarantees from three aspects: systems, teaching staff and resources. This includes setting up a dedicated coupling training management system, whose role is to clarify the responsibilities of all stakeholders. It is also necessary to build a team of ideological and political education teachers that combines full-time and part-time staff. If one wants to enhance the ability of coupling training, It is necessary to integrate the educational resources both inside and outside the school, which can provide very solid material and platform support for the implementation of the mechanism.

6. Conclusion

This paper examines the coupling mechanism of value guidance and behavioral cultivation for college students under the framework of "comprehensive ideological and political education", analyzes in detail all kinds of educational characteristics of higher education in China, and also analyzes the theoretical positioning after integrating these educational characteristics and the logical relationship among them. This paper systematically depicts the core dimensions of this coupled development and their interrelationships, establishing a scientific, highly structured and implementable mechanism. The research results show that CIPED provides comprehensive support for the coordinated development of value guidance and behavioral cultivation in ideological and political education in colleges and universities. This also provides helpful inspiration for achieving the coordinated development of value guidance and behavioral cultivation in ideological and political education in colleges and universities. This mechanism has enhanced the practical effectiveness of CIPED and promoted the coordinated development of students' ideological and behavioral qualities.

Disclosure statement

The author declares no conflict of interest.

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