Analyzing the Role and Impact of College Students' Ideological and Political Education: Insights from the 'Three Complete Education' Framework and Its Implications for Sports Psychology

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Abstract

The core principles of the "Three Complete Education" framework—comprehensiveness, operational integration, and theoretical alignment—provide a strong theoretical basis for constructing effective ideological and political education systems in universities. As a long-term task, ideological education must be reinforced through structured and effective educational practices. The "Three Complete Education" approach offers a holistic model of moral education, aligning with the principles of moral development and addressing the evolving needs of educational advancement. However, its implementation faces challenges such as formalism, incomplete team structures, breaks in the training process, and limited comprehensiveness in training objectives. This study examines the pathways and mechanisms for enhancing the "Three Complete Education" approach to address these challenges in the context of ideological education for college students. The effectiveness of this framework is critical to the holistic growth of students and the moral and social development of the nation. In the context of building a harmonious society, college ideological education plays a pivotal role as a component of spiritual civilization construction. The success of this education directly influences the moral character of individuals and the societal development trajectory. From the perspective of ideological and political education in colleges and universities, this article integrates theoretical insights with practical observations to propose innovative mechanisms for implementing "Three Complete Education." These innovations hold significant implications for sports psychology, particularly in fostering psychological resilience, ethical decision-making, and teamwork among students, contributing to their holistic development as morally and socially responsible individuals.

Keywords: "Sanquan Education"; Ideological Education; Effectiveness; College Student.

1. Introduction

With the development of economic globalization and network informatization, the ideological education of college students has been affected by various ideologies and networks from the West. Under the impact of changes in the international situation and the diversification of the network, college students will be affected to varying degrees by the outside world. These people have both positive and negative ideas, so we should continue to carry forward this positive thinking and guide them to the wrong path, and prevent negative thoughts. Therefore, in order to strengthen the ideological education of college students, we must carry out ideological education on the educated through educators in the way of "Three Holds Education", so that their ideology can go on the right path. This is of great significance to the cultivation of socialist successors, and it is also of great significance for our country to enter a new era.

At present, the "post-95s" are the main target group of college students' ideological education. Their ideology is moving from childish to mature, and their future depends on their values and values, which requires us to implement the Marxist ideological education to the end (Browne et al., 2021). "Three Holds Education" is a complete team of moral education to build ideological

education in an all-round way, with the aim of forming an overall resultant force of moral education; The whole process is aimed at the new characteristics of college students, grasping the key points of each period, and carrying out all-round training to control the whole education process; Comprehensive training, through the integration of various resources, to achieve effective interaction of various platforms, levels and types (Xafis, 2020).

1.2 Research Significance

To correctly grasp the factors of the effectiveness of ideological education is the basic condition and starting point for the effective development of ideological work in universities. The elements are the basic elements of the system, and the interaction and mutual influence between the elements form a whole and organic system. The correct understanding and definition of the basic content of college ideological education is conducive to the further deepening and improvement of the ideological education work, and points out a clear goal and direction for the ideological education work (Almoghirah et al., 2021). To correctly understand and master the effectiveness of ideological education in colleges and universities is to straighten

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out the relationship between various factors of ideological education in colleges and universities, solve the effectiveness problem of ideological education in colleges and universities, and properly handle various contradictions and interactions in ideological work in colleges and universities. College ideological education is not only of great significance to students, but also provides a direction for the development of domestic education. The ideological education of college students is a new breakthrough in the development of domestic education and a focus of social concern. The ideological education of college students places the foothold of education on life, which is a challenge to traditional exam-oriented education and a reflection of the education's starting to pay attention to students' hearts. This also means that a people-oriented quality education era has come, which is undoubtedly a progress for China's education.

1.3 Overview of "Three Integrity Education"

The ideological education model of "three guarantees" is of great significance to the moral construction of colleges and universities under the new situation. "Three complete education" refers to the training of all staff, the whole process and all directions (Glover & Bodzin, 2020). Among them, "all staff" refers to comprehensive education. The whole process of education refers to the length of time for cultivating students. The principle of "sustainability" should be adhered to and run through the whole process of students' enrollment, enrollment and graduation. In a word, the "three guarantees" mode in the new era provides new ideas and ways for the all-round development and improvement of college students, and plays a positive role in promoting the improvement of

college students' moral quality and healthy growth.

The university's "three complete education" cooperation mechanism is based on the combination of the cooperation theory and the "three complete education" thought. The university's "three complete education" cooperation mechanism refers to the establishment of an institutionalized cooperation mode in the "three complete education" system, and on this basis, it carries out comprehensive coordination and cooperation, thus forming an orderly organizational structure, so as to achieve the effective operation of the education system.

The "three complete education" includes the main elements, time elements and space elements, so the university's "three complete education" cooperation mechanism includes three levels: first, the main cooperation is the starting point, foothold and core connotation of the university's "three complete education" cooperation mechanism; The second is the coordination of the process (Iammarino et al., 2020). The synergy between the various education subjects comes down in one continuous line. There is no clear time node, and it should be promoted and operated on a larger time scale; The third is the coordination of resources. The coordination of the teaching process brings about the demand for time to the educational subjects, which is the time dimension of cooperation between the educational subjects; The coordination of educational resources is to inject rich educational resources into the interior of the educational subject through various subsystems of "Three Holds Education", thus providing a spatial dimension for the collaborative construction of the educational subject. The three meanings and their relationships are shown in Figure 1.
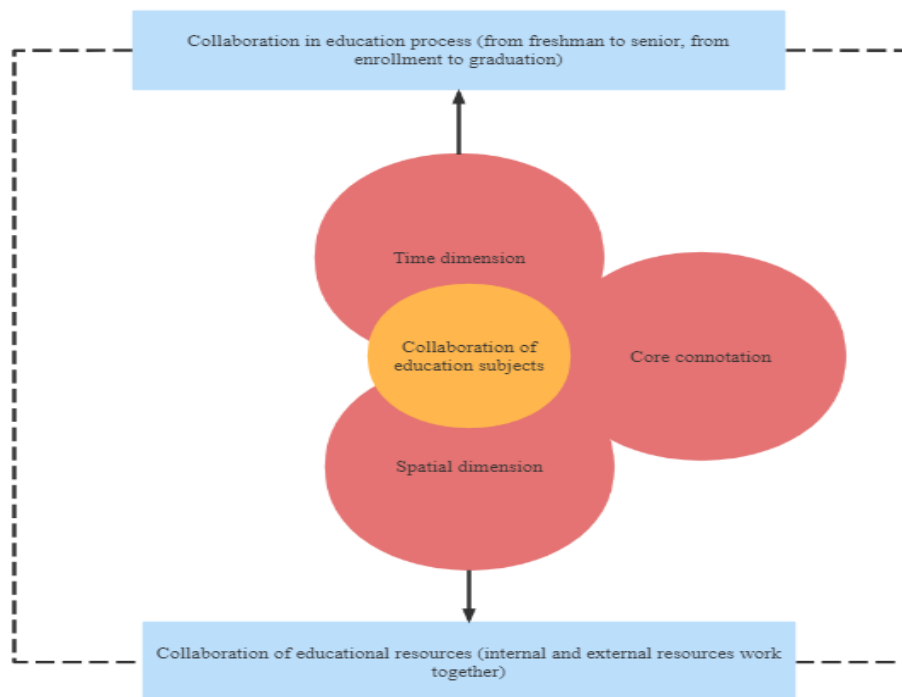

Figure 1: Connotative relationship diagram of the collaborative mechanism of "three integrity education" in colleges and universities

1.4 Ideological Education

Ideological education refers to the organized and planned influence of social groups on their members through certain ideas, political views and moral norms to meet certain social and class requirements. It has distinctive political, profound ideological and extremely strong value. Whether it is "ideological and political curriculum" or "curriculum ideological and political", curriculum is the carrier, ideological and political education is the purpose, and education is the root. "Ideological and political curriculum", with its unique positioning and role in colleges and universities, leads the political direction, thinking method and value orientation of "curriculum ideological and political" construction (Froger et al., 2019). The ideological and political theory course is the key course to implement the fundamental task of establishing morality and cultivating people. The key is that it solves the fundamental problem of who, how and for whom to cultivate people. "Without correct political views, there is no soul." Ideological education refers to a kind of special education that exists universally in all classes and cultivates people's moral cultivation. The concept of "ideological education" is more common in schools. The ideological education of college students refers to the planned and organized influence on college students according to the national and social needs, and the transformation of a certain social ideology and moral quality into personal ideological and moral education. Its content can be summarized as follows: world outlook, political outlook, outlook on life, legal outlook and moral outlook. The implementation of ideological education includes four stages, that is, the choice of educational mechanism, but it should be determined according to the basic contradictions and basic laws. As shown in Figure 2.

Figure 2: Basic Forms of ideological education Process

2. Problem Description

2.1 Domestic and Foreign Research

Through the research at home and abroad, we can find that the ideological education of college students has been greatly affected in the world. From the perspective of domestic research, scholars have made quite rich achievements in the research of "curriculum politics" in colleges and universities, but there are still many deficiencies in this field (Cromwell et al., 2020). At present, the focus of "curriculum ideological and political" research is the connotation, importance, and the integration of specific curriculum and ideological education, which has reference significance for the construction of "curriculum ideological and political". However, on the whole, there are few studies on "Three Holds to Educate People" and few books on this subject. The research results on this subject are also seen in some journals, as shown in Figure 3. At present, the research on ideological education lacks theoretical basis, the exploration of the elements of ideological education and the exploration of the ways to realize ideological education. In foreign countries, it is good at

combining ideological education with teaching activities of other courses and conducting them unconsciously, which is highly consistent with the teaching of "curriculum ideology". From the perspective of foreign research results, foreign countries attach great importance to implicit ideological education, and combine it with explicit ideological education, which provides a useful reference for the construction of "curriculum ideology" of "three complete education".
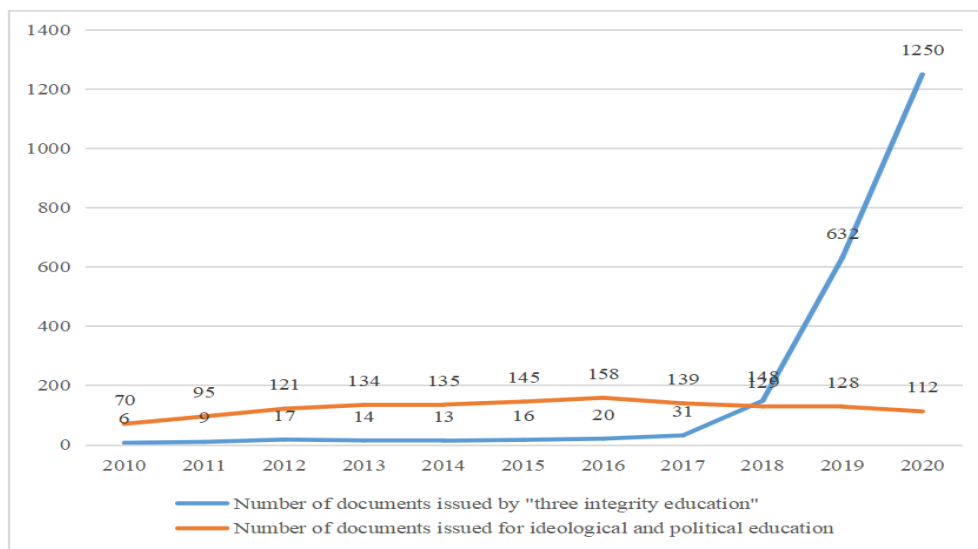

Figure 3: Analysis of the overall trend of the number of papers issued on "three guarantees" and ideological education

2.2 Problems Faced by College Students' Ideological Education Under the Concept of "Three Guarantees"

1. No real joint force of all staff education: "All staff education" is an integral part of the thought of "three integrity education", which is the common responsibility of the ideological education staff of the school, rather than the power of one ideological and political teacher. However, at present, some colleges and universities still regard counselors as "leaders" and "implementers", which leads to the misunderstanding that other teachers cannot participate in ideological and political education. Professional teaching, party and government management, and logistics services are independent and do not interfere with each other (Alzamil & Meo, 2020). Even if some teachers have the consciousness of ideological educators and are willing to participate in ideological and political education, they can only drift with the tide because of the existence of rules and regulations, we cannot really invest in ideological and political education. It can be seen from this that some colleges and universities have not formed the ideological education model of "all staff", and cannot really play the combined force and role of "all staff" education.

2. The implementation of ideological education lacks continuity: The world outlook, values and outlook on life of college students are not achieved overnight. ideological education is a long-term and lasting work. However, the current situation is that many universities have given adequate education and guidance to freshmen and junior students. Through a series of entrance education activities and ideological and political theory courses, junior students can receive education on party history, ideas, beliefs, values and other aspects (Avilés et al., 2019). However, for senior three students, especially senior students, their working time and learning time are relatively short, so their ideological education has neither systematic thinking, nor overall planning, nor specific teaching goals.

2.3 Factors Affecting the Effectiveness of College Students' Ideological Education

First, the faculty of ideological courses in colleges and universities cannot meet the needs of teaching; There are some structural problems in the teaching staff of ideological courses in many universities. Those students with certain development potential are either assigned to their own professional fields or spend most of their time teaching their own professional knowledge, while few good teachers will be assigned to their own courses (Delis et al., 2019). However, the party and government cadres and counselors who undertake teaching work are often incompetent. "It is difficult to achieve good teaching results because they have busy work and lack basic professional knowledge." For a long time, the position of ideological work is not high and the salary is not high. Many people just regard ideological work as a springboard, holding a temporary attitude, and do not regard ideological education as a science, nor do they want to become their own cause. Despite this, many people are still troubled by the complex affairs, and cannot really calm down to carry out in-depth and detailed ideological education. In the ideological education activities,

college students, as educational objects, are the unity of the dual identities of the object and subject of ideological education. However, in ideological education, college students have a low degree of acceptance of ideological education, and do not have the self-conscious awareness of the subject's participation and cooperation with relevant activities. In addition to the efforts of the subject, the effect of ideological education in colleges and universities is also related to the subjective will of the subject.

3. Methodology

3.1 Hierarchy Model of Effectiveness Evaluation of Ideological Education

The evaluation of the effectiveness of ideological education in colleges and universities is a comprehensive problem with multiple factors and criteria (Lauer et al., 2020). When constructing the

evaluation system of college students' ideological education, we should carefully analyze its constituent elements according to its objectives and requirements, listen to the opinions and suggestions of education experts and front-line teachers in colleges and universities, and classify it as a more comprehensive and objective evaluation index. Secondly, the evaluation indexes are scientifically classified and graded, and the connotation, grade and evaluation criteria of evaluation factors are defined.

Figure 4 shows the three levels of evaluation indicators for the effectiveness of college ideological education. The top-level (target level) is the final evaluation of the effect of college ideological education. The second level (standard level) refers to the embodiment of the performance of ideological education for college students in a large range, and is a subsystem to evaluate its effectiveness. The lower level (normative level) is an important indicator to measure the effect of college students' ideological education.
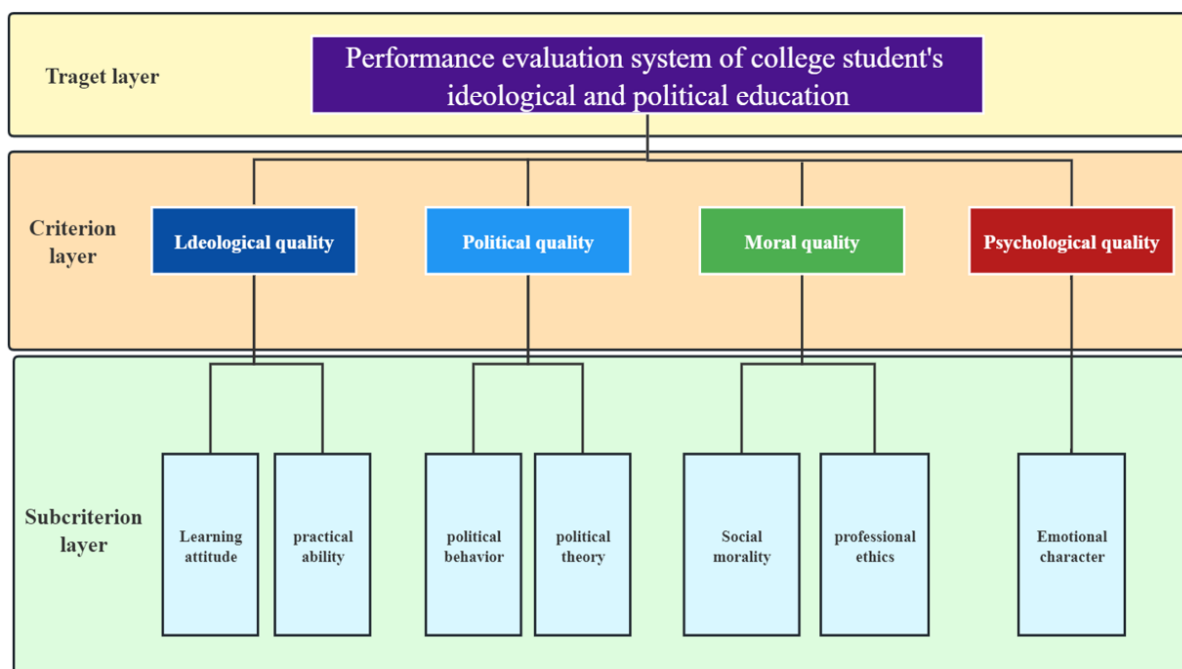

Figure 4: Hierarchy model of the effectiveness system of college students' ideological education

3.2 Composition of Scientific Evaluation System of Ideological Education Effectiveness

With the general recognition of universities and the society, the ideological education of universities and the society is equivalent to scientific research and professional construction, which can fundamentally change the whole society's concept of students' ideological education, and ensure and strengthen students' concept of ideological education. The ideological education of college students is a very complex work, and it is difficult to fully and profoundly understand the effectiveness of education. Therefore, it is necessary to formulate specific evaluation indicators (Zhou & Jia, 2022). The evaluation of the effect of

college students' ideological education should be carried out from two aspects: one is to evaluate the work effect of each link in college students' ideological work, and the other is to evaluate the coordination effect of college students' ideological work and the whole social system.

From the three angles of education object, education object and environment, scientific evaluation of the effect of college students' ideological education is the primary standard to measure the effect of college students' ideological education. Generally speaking, the level of the indicator system should not exceed three levels, otherwise the system is too large, which is not conducive to the smooth implementation of evaluation

activities. The composition of the scientific evaluation system for the effectiveness of college students' ideological education in this paper is shown in the Table 1 below.

Table 1

Composition of Scientific Evaluation System for the Effectiveness of ideological education for College Students

Level I Indicators	Secondary Indicators	Third Level Indicators
Ideological and Political Educator of College Students	Subjective consciousness	Status consciousness
		Responsibility awareness
	Main quality	Political quality
		Ideological quality
Objects of Ideological Education for College Students	Subjective Acceptance Consciousness and Willingness	Awareness of educators
	Ideological and political quality	Ideological quality
		Moral quality
		Psychological quality
Ideological Education Environment for College Students	Intermediary environment	Educational objectives
		Educational methods
	Practice environment	social environment
		College environment

3.3 System of Factors Affecting the Effect of Ideological Education for College Students

From the perspective of the history of ideological education work, it refers to actively participate in and improve their ideological quality through scientific teaching methods and content under the organization and guidance of teachers (Yang, 2022). Through the analysis of this process, we can find: First, the starting factors that affect the ideological education activities of college students, including the setting of educational objectives and the selection of teaching content; Second, affect the process of students' ideological education, including teaching methods and teaching institutions; On the whole, the reasonable setting of educational purpose, the reasonable selection of content, the scientific design of education, the flexible application of educational methods, the quality of educational subjects, and the scientific evaluation of educational effects are important factors that restrict its effectiveness. Of course, among the factors that affect the effectiveness of college students' ideological education, the process of ideological education has a greater impact on it (Lingli, 2021). This is not only because it has the strongest control, but also because it has carried out a systematic transformation of the entire ideological education, which is the fundamental channel for us to intervene in it. Through the above analysis, it can be seen that the factors affecting the effectiveness of college students' ideological education constitute a system (see Table 2).

Table 2

System of Elements of the Effectiveness of ideological education for College Students

Type	Specific Elements	
Peripheral Element System	Social environment	Public opinion environment
		Network Education Environment
		Social living environment
Core Element System	Start phase elements	Education goal setting
		Teaching content selection
	Effect link elements	Educational organization form
		Selection of educational methods
Organization Management System	Organizational elements	Leading organization
		organization structure

3.4 The Realization Path of the Construction of the Collaborative Mechanism of "Three Holds Education" in Colleges and Universities

3.4.1 Theoretical Model of the Collaborative Mechanism of "Three All-Around Education" in Colleges and Universities

This paper starts from the concept and connotation of the collaborative mechanism of "three complete education", and constructs a collaborative model of "three complete education" based on the collaboration of education subjects, education process, education resources, clear levels and clear goals (see Figure 5). On this basis, the coordination of teaching process and resources has been achieved at the space-time level and the space-time level, with the "cooperation of educational subjects" as the core (Cavalcantii et al., 2019). On the level of coordination of the education subject, the "four in one" teaching subject mode of "management implementation reception control" has been constructed to realize the comprehensive education mode that everyone has a responsibility and everyone is responsible; At the level of collaboration in the teaching process, a teaching process model of "one

inside and two outside" is constructed, that is, "coordination of all links of internal and external subsystems, coordination of external family and social environment", so as to achieve the whole process education model of "always working hard, always working hard"; On the level of coordination of educational resources, we should build a "one-stop" teaching space model to realize the information sharing platform of campus ideological education and achieve all-round and powerful education.
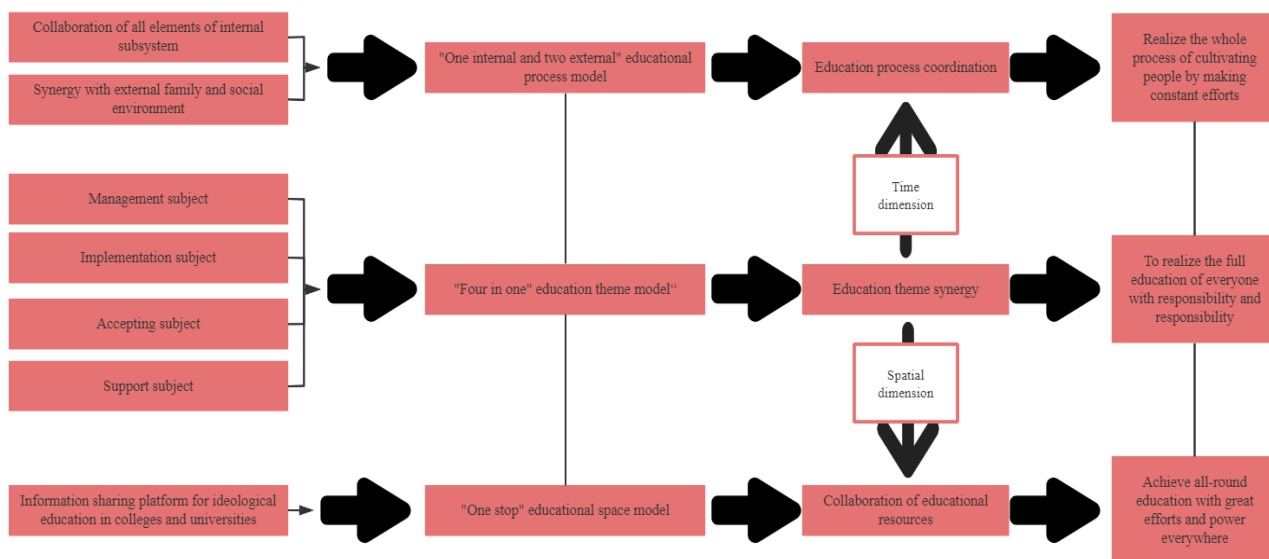

Figure 5: Model of the "Three Holds" Collaboration Mechanism in Colleges and Universities

3.4.2 Analysis on the Path of Building the Collaborative Mechanism of "Three Guarantees" in Colleges and Universities

Starting from the realistic predicament of "three complete education", this paper proposes to establish a "people-oriented" coordination mechanism for teaching subjects; Establish a cooperative mechanism of teaching process to promote the overall growth of students; Only by establishing a cooperative mechanism of educational resources can we truly achieve comprehensive training.

First, it is necessary to clarify the main body, build consensus, and build a cooperative mechanism of education main body (Yao, 2021). The core of "Three Holds Education" is "All Staff Education". To achieve "All Staff Education", we must accurately grasp the education object of "Three Holds". The subjectivity theory of ideological education holds that both the education subject and the educate are the subject. Each education subject, according to the training purpose, adheres to responsibility sharing, resource sharing and complementary advantages to jointly improve the quality of talent training. Therefore, we should build a "four in one" education subject model, as shown in Figure 6.
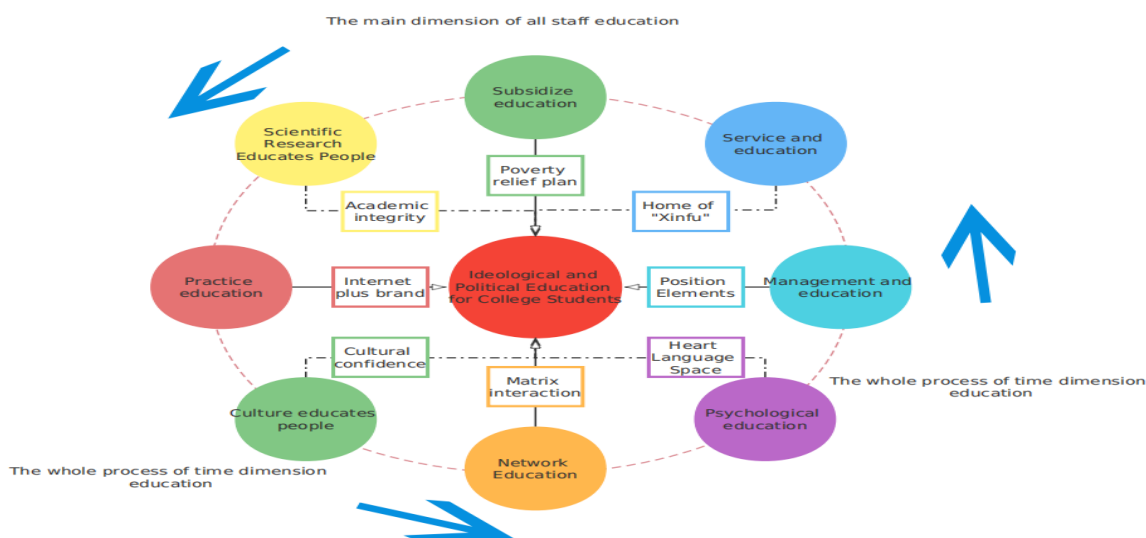

Figure 6: Model Diagram of Outstanding Results of "Three dimensional and Ten-dimensional Integration" and "Three-dimensional Education"

"Management subject" refers to the "manager" who plays a leading role in the ideological work of colleges

and universities. Under the leadership of the school party committee, the party and government cadres mainly undertake the work of overall planning, policy formulation, organization and coordination; Youth League members should give full play to their reserve forces and coordinate with the work of the Party and the government (Hawkins et al., 2019). The subject of implementation refers to the specific implementation of ideological education for college students, which is mainly composed of teachers, counselors, class teachers, etc. Professional course teachers should really take the responsibility of teaching and educating people, integrate ideological education into the theoretical and practical classroom, combine knowledge with ideological guidance, and strengthen the cultivation of students' professional knowledge, professional skills, scientific spirit, moral quality, moral quality, etc. College counselors are the main force and practitioners of "Three Holds Education", and also the care of college students from school to graduation. They should pay attention to the growth law of students, correct their bad thinking, and promote their harmonious development.

4. The Countermeasures of College Students' Ideological Education in the Perspective of "Three Complete Education"

4.1 Strengthen Teachers' Sense of Responsibility for Ideological Education

Only by organically combining all aspects of ideological education can everyone be truly responsible. As the main leading force of the school, school leaders must recognize the importance of ideological and political work and take it as the top priority of the whole work. Adhering to the basic mission of education is to establish morality and cultivate people. We should give full play to various educational factors such as administrative work and logistics work to promote the all-round development of students' morality, intelligence, physical fitness, beauty and labor. Make use of social resources to form a powerful talent cultivation force. It is the responsibility of the school and the whole society to cultivate students. Strengthen the participation of students, form a good moral force, and jointly play the role of collaborative education. We should improve students' learning awareness and self-consciousness, tap everyone's potential for educating people, and improve their ability to educate people.

4.2 Scientific Planning of College Students' Ideological Education System

The ideological education work in China's universities has gradually changed from "fighting alone" to "coordination and linkage", from "unilateral" to "diversification", from "point, line and plane" to "multi-

dimensional". First, from enrollment to graduation. Second, the classroom and classroom space covers the whole course (Yan, 2021). Actively organize students to carry out the second classroom, and enrich students' voluntary services and community activities. The third is the whole process of education, administration, service and other departments, promoting the coordination of administration, educational administration, logistics and other departments, so that ideological education work runs through all aspects of students' growth. At present, the ways of ideological education for college students include: mental health education, theme class meetings, etc. In addition, we should actively incorporate ideological education into online teaching mode, innovate the carrier and form of ideological education, and make full use of big data platforms such as "WeChat" and "Muke", and combine them with network technology to constantly innovate the form and carrier of ideological education. We should actively guide students to actively participate in the ideological education activities. In the ideological education classroom, more communication and exchanges are needed, rather than being limited to a fixed model. Only through the indoctrination of ideological teaching, cannot achieve obvious results. At the same time, it is necessary to enhance communication between teachers and students, create a good teaching atmosphere, change traditional education concepts, and promote ideological education work in an orderly manner.

4.3 Comprehensively Improve the Ideological Quality of College Students

Integrate diversified and harmonious ideological education resources, so that all aspects of education activities are ubiquitous. The ideological education of students should transition to "multi-dimensional", and conduct all-round education for students continuously and in many ways. First, students' professional knowledge and ideological education should be combined to gradually realize their complementarity. It is necessary to strengthen the complementarities among chemistry subjects so as to form an effective teaching resultant force. Second, build a comprehensive teaching system (Wu, 2021). We will reform the teaching staff, education and teaching methods, coordinate social, family and other educational resources, and realize the interconnection and coordination of education and teaching. Ideological education in colleges and universities should effectively change and clarify the roles of teachers and students. First, improve students' subjectivity, actively participate in ideological education, and form correct values, correct judgments, and correct judgments under the guidance of teachers and counselors, which are closely related to the development of the times. The second is to promote the development of students' personality, enhance their ideological and educational

functions, and make their own contributions to their career.

of university education, and is also conducive to the innovative development of university ideological education.

5. Conclusion

Through the ideological education of students, improving the ideological and theoretical courses and daily ideological and political work is not only the "main channel", but also the "main front". Under the new era background, a comprehensive talent training system has been put forward, which makes the integration of resources, optimization of environment, and collaboration become the inevitable trend of university education. Deeply understanding and strengthening the collaborative education work of the main channel and the main position is the objective requirement of deepening the comprehensive reform

Strengthening college ideological education has a positive impact on enhancing the ideological quality of modern students. In order to improve the effect of students' ideological education, we need to explore new ideas from the aspects of educational concept, education content, education methods, etc. Only in this way can we truly achieve the goal of ideological education. The ideological education in universities should meet the needs of the development of contemporary college students, cultivate and establish correct values, so as to truly play the essential role of ideological education. If the ideological work in universities wants to get out of the predicament, it needs innovative thinking and embarks on a new road.

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