

The “One-Dimensional” to “Two-Dimensional” of Ideological and Political Education: Cause of the Problem, Generation and Elimination, Paradigm Innovation

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ABSTRACT

Ideological and political education is a practical activity aimed at the all-round development of people. The ideological and political education model based on the pure subject-object structural relationship can easily lead to single subjectivity and "one-dimensional" subjective personality. Taking the theory of all-round development of people as the growth point, it is a rational choice to improve the effectiveness of ideological and political education by innovate the paradigm of "one-dimensional" thought, build an ideological and political education concept with "two-dimensional" as the core, thus to realize the educational orientation from "one-dimensional" to "two-dimensional".

Keywords: *Ideological and political education, One-dimensional, Two-dimensional, Generation and elimination, Paradigm innovation.*

The development of modern science and technology and market economy has perfected people's material and spiritual life, but also consumed people's critical spirit and reflection consciousness. Education is an effective way to realize the free and all-round development of people. Herbert Marcuse's discussion of "one-dimensional man" has triggered new thoughts on the current "two-dimensional" ideological and political education and all-round development theory.

1. THE CAUSE OF THE PROBLEM: “ONE-DIMENSIONAL” MAN'S APPEARANCE LOGIC IN IDEOLOGICAL AND POLITICAL EDUCATION

Ideological and political education is a kind of communicative practice aimed at the all-round development of people. The ideological and political education model based on the pure subject-object structural relationship can easily lead to single subjectivity, one-dimensional subjective personality and one-dimensional educational standpoint.

1.1. "One-Dimensional" Man's Appearance Logic

The concept of "one-dimension" was put forward by Marcuse when he criticized the advanced industrial society, and its meaning is that people in the alienated advanced industrial society have only a "single" value orientation and a unified critical standard, so that the capitalist society was left with only affirmative voice, and the people living in it have also completely lost their "two-dimensional" thinking. Marcuse's "one-dimensional" thought profoundly reveals the negative effects caused by the proliferation of instrumental rationality in the capitalist states, the overall control of human thought and the overall alienation of society. Marcuse believes that people should be "two-dimensional", that is, people should have both positive and negative attitudes toward social reality. However, in developed industrial societies, people's personalities are suppressed in mechanized work, and people become "one-dimensional". "One-dimensional" men are those who do not have the ability to deny, criticize, or transcend. They no longer

imagine and pursue another way of life that is completely different from real life, but maintain affirmation and obedience to it. "One-dimensional" society is a new type of totalitarian society, which manifests itself as the manipulation of technological rationality in social life, the unity of political opposites, the oppressiveness of language and culture, and the falsification of people's needs.

1.2. The Origin of "One-Dimensional" Man Theory

Marcuse's "one-dimensional" thought is mainly derived from Karl Heinrich Marx's theory of labor alienation, György Lukács' theory of materialization and Sigmund Freud's psychoanalysis. First of all, Marcuse precisely combined and compared Marxist theory of alienation with the status quo of advanced capitalist industrial society, and deeply criticized the alienation phenomenon existing in that society. This spirit ultimately provided important support to the formation of "one-dimensional" theory. Secondly, based on the universality of György Lukács's materialization consciousness permeating the daily life of the masses, he pointed out that "the fact that the function of human beings becomes a commodity has accurately revealed the already dehumanized commodity relations and its dehumanizing nature." [1] In György Lukács's view, it is the materialized structure of the commodity economy and the internalization of the technological rationality that have caused the existence of human beings and social and historical reality to lose their internal and specific totality and be replaced by the intuitiveness, abstraction and one-sidedness of materialized consciousness. [2] Finally, Marcuse absorbed Sigmund Freud's theory of spiritual structure, the principle of happiness and the principle of reality. Marcuse precisely combined Freud's happiness principle and reality principle theory with the phenomenon of human repression in developed industrial societies, in order to propose the necessity of pursuing individual happiness, and then liberating repression.

1.3. The Root Cause of "One-Dimensional" Man's Alienation

Marcuse believed that the cause of "one-dimensional" society and "one-dimensional" man is the rapid progress and development of science and technology. The development of science and technology overwhelmed some existing orders in social life and re-regulated the norms of social life from the perspective of technology. Science and technology succumbed to technological progress through invisible manipulation and infiltration of people and society in order to make them become "one-dimensional", and the final result is that people completely lose their critical

spirit, negative dimension and the soul of pursuing freedom. This method of manipulation and infiltration is combined with the mass media, and then floods every corner of social life, making the multi-value system of human society obliterated, creating a double "one-dimensional" people and society. It is manifested in that technology has become the "invisible manipulator" of industrial society and this manipulation can spread to all aspects of life, becoming a new tool for maintaining the existing order and seeking benefits for the rulers.

2. FORMATION AND ELIMINATION: "ONE-DIMENSIONAL" MAN'S LIMITATIONS IN IDEOLOGICAL AND POLITICAL EDUCATION

Marcuse maintained a sober and critical spirit and pointed out that the rapid development of science and technology has become a new tool to control the developed capitalist society, and the result is the "one-dimensional" in people's thinking. People are ruled by technology, succumbed to the real society, and become slaves of technology and lose the spirit of denial, resistance and transcendence.

2.1. Thinking Limitations of "One-Dimensional" Man Theory

Marcuse made a violent attack on the developed capitalist society, exposing the various pathological manifestations of industrial society and the distinctive features of the highly centralized capitalism. In this regard, he pointed out that the multiple alienation in people, society, culture, art, language and other fields originated from the progress and development of science and technology. Marcuse's one-sided view of scientific and technological progress as the source of social alienation led him to fail to find a correct way to solve the "one-dimensional" problem, which has certain thinking limitations.

Marcuse believed that in a capitalist society, the comprehensive control of technology over industrial society and the suppression of human consciousness have reached their peak intensity. First of all, politics, economy, culture, and people have become reasonable products of capitalist society, which are contrary to the normal state of society. The alienated advanced industrial society makes the people living in it become "slaves of science and technology" while they don't aware it, but enjoy the comfortable status quo of being controlled and manipulated by the advanced capitalist society. Marcuse proposed a blueprint, but did not provide a path to implement it. The lack of analysis of class in his theory and his utopian aesthetic feelings are the important reasons why he finally failed to find a way out of the "one-dimensional" problem. Secondly,

Marcuse's "one-dimensional" thought lacks due class analysis. He believed that today's working class is no longer the driving force of the revolution, because their sense of resistance is gradually weakening and their critical enthusiasm is also gradually annihilated. Marcuse's critique of the "one-dimensional" thought only involves the superficial phenomenon of capitalism but ignored the objective contradictions existing in the real society. Marcuse regarded art as the way out to solve the "one-dimensional" problem, which is inoperable and infeasible. Marcuse believes that in the face of alienation in advanced industrial societies, the source attribute of art can more clearly express the resistance to unreasonable phenomena and the criticism of existing society. Therefore, it is not feasible for Marcuse to use art as a way to liberate the "one-dimensional" problem. This method has a strong utopian nature.

2.2. The Drawbacks of "One-Dimensional" Indoctrination

The drawbacks of "one-dimensional" indoctrination are reflected in the subjective monopoly in the teaching interaction of ideological and political theory. The interaction is mostly reflected in the "one-dimensional" influence of the educator on the educatee. The education and teaching interaction mainly put educator as authority and center. Teachers use their own "authority" and subject status to teach their opinions, propositions, knowledge, theories, principles, etc., to the students in the way "I say you listen" and "I teach you to learn". The educator is the implementer and controller of the entire interactive process of education and teaching, and the educatees are relatively in a passive position. This has led to the fact that the initiative and enthusiasm of the educatee in the ideological and political education has not been fully displayed. In this way, to a certain extent, the development of their creative thinking has also been severely restricted.

In the current era of economic globalization and information networking, "indoctrination" has increasingly highlighted its limitations. One-dimensional indoctrination can no longer be the only method to meet the needs of teaching. Specific to the teaching of ideological and political theory courses, the main reasons are: first, the frequent economic, political and cultural exchanges between countries have caused multiple values to be introduced and collide with traditional Chinese values and Marxist values. Under this circumstance, teachers can no longer effectively instill a certain value into students by instillation. Second, the rich and colorful entertainment content such as film and television, the Internet, and games, together with the convenient way to obtain massive information, make the indoctrination teaching method becomes relatively monotonous and tedious. Teaching abstract,

long-effective, and seemingly out of reality contents can no longer arouse students' interests and enthusiasm for learning, and will directly affect the teaching effect. Third, under the tide of the market economy, students' pursuit and worship of realistic material conditions and worries about employment prospects make the purely theoretical indoctrination method hollow and weak. Fourth, the "self" consciousness of contemporary college students have expanded, which makes the teacher-center method be emotionally disgusted and resisted by students.

2.3. "One-Dimensional" Man must be Eliminated

The "one-dimensional" thinking is the result of people's tendency to homogeneity after the critical ideology of multiple thinking is deprived, and it is also the source of people's lack of freedom and alienation. Marcuse believed that only with critical thinking logic can people survive freely in the current environment and conditions. In other words, freedom is essentially a concrete manifestation of critical concepts. However, the phenomenon of alienation in developed capitalist societies has made a pluralistic, open and free society "one-dimensional", and people have also become lack of resistance and critical dimensions. How can we talk about freedom in such repressive social environment. "When a society seems to be more able to meet the needs of individuals according to its own organization, the basic critical functions of independent thinking, free will, and the right to political opposition are gradually deprived." [3] Deducing a beautiful picture-comfortable, leisure, reasonable, and democratic in appearance, in such a nice industrial society without any resistance, rebellion, criticism, or unreasonable subversion of the existing system, people naturally obey their daily life and even a hint of critical spirit seems pale and weak. This reasonable and colorful material society has completely alienated the entire society and the people in it. In the end, people living in false consumption are content with the status quo and enjoy the joy and happiness brought by commodities which indeed is a false spiritual enjoyment. And the phenomenon of false needs on the material level in the developed industrial society also exists to a certain extent in contemporary Chinese society. Among certain groups of people, there is a single social material value concept and trend of pursuing of extravagant materialism.

3. PARADIGM INNOVATION: THE "TWO-DIMENSIONAL" EDUCATION CONCEPT OF IDEOLOGICAL AND POLITICAL EDUCATION

Through the use of interactive two-dimensional teaching methods such as openness, diversity, and dialogue, the "two-dimensional" teaching model and

educational concept for ideological and political theory courses better stimulates students' desire to learn. To inspire, guide, and motivate students to learn independently and make them have the ability to question, criticize, deny and transcend, thus to realize the free and comprehensive development of people.

3.1. The "Two-Dimensional" Teaching Activities between Teacher and Student

The "two-dimensional" orientation of education and teaching activities in ideological and political theory course is not only carried from teacher to the student, but also vice versa. That is, the precondition of teaching activities is that teachers organize and guide students to learn, and they are also educated in the process. The educational method adopted in the teaching process is to guide students' inquiry learning style of self-directed and in-depth study. The purpose of education is for teachers and students to influence each other, that is, teaching each other.

The "two-dimensional" of teacher-student teaching activities is reflected in the teaching process of ideological and political theory classroom, and is also manifested in the joint creation of teaching situations by teachers and students, raising moral issues, and allowing students to discuss new ethical norms as a unit or as an individual. In this way, through multi-dimensional exploration of moral issues and moral dilemmas, students can form correct moral value orientation and kindness. The teaching of ideological and political theory is an interaction between teaching and learning, and is by no means a unilateral indoctrination by the teacher. Interactive teaching is conducive to the construction of good teacher-student interaction and promotes the harmonious development of teacher-student relationship. The interactive teaching method fully mobilizes the interaction between the subjects in the teaching process of ideological and political theory, and promotes the emotional exchange and communication between educators and the educatee, so that the teacher-student relationship becomes more harmonious, and the effectiveness of ideological and political theory courses is improved, and also promotes the common generation and improvement of morality between teachers and students. The people trained in teaching activities are two-dimensional, that is, they can positively accept theory and reality under the premise of learning, thinking, and analysis, and they can also question, criticize, deny and transcend unreasonable understanding and application of theories.

3.2. The Rationality of the "Two-Dimensional" Teaching Model

Under the "two-dimensional" teaching mode of ideological and political theory courses, teachers can

well combine the characteristics of contemporary society and the feature of college students, adopt lively, flexible and diverse activities with student participation to guide students to conduct autonomous and inquiry study in a strong interest. Based on a thorough grasp of the core spirit of the theory, "want me to learn" can be changed into "I want to learn", teachers can stimulate students' enthusiasm for learning and mobilize their initiative to deepen their impression and understanding of the theme, strengthen students' habit of independent learning and thinking, enhance their ability to analyze and judge problems correctly, and strengthen their Marxist beliefs. Students' discussions, debates, and other activities must be closely centered on the theme. During the activity, the teacher will promptly and correctly guide, evaluate and summarize the students' remarks. Teachers can inspire and guide students to further think and dig in the correct direction for the correct understanding shown by students in learning activities, so as to form a deeper, comprehensive and stable cognition. Teachers should give correct enlightenment and guidance to students' incorrect understandings in learning activities, so that students can correct wrong views and form correct understandings. The "two-dimensional" teaching method is to guide students to master theories on the premise of independent study, inquiry, thinking, and analysis. Some of the students' questions about theories have been raised during the learning process, and have been reasonably answered to a certain extent in the process of discussion and debate under the guidance of the teacher, so that students can form a more flexible and stable understanding of the theory, and avoid cognitive solidification of the current theory.

3.3. The Promotion of "Two-Dimensional" Teaching Mode

Ideological and political education helps students establish a correct view on world, life and values. The "two-dimensional" teaching mode is the mutual integration of life, the co-generation of wisdom and the mutual awakening of the spirit between educators and educatees; it aims to realize the resonance and coordination of "teaching" and "learning" in a free and pleasant teaching situation, and promotes the common growth and moral improvement of educators and educatees. The interaction in classroom teaching can stimulate the subjectivity and creativity of the educatee, and give them the opportunity to actively display their talents and individuality. The classroom teaching will also be filled with the educatees' subjective style. At the same time, through classroom teaching interaction, mutual trust and mutual understanding between educators and educatees are realized, so that teaching activities become an autonomous construction process of educatees under the guidance of educators. In the teaching interaction, the educator and the educatee show

a relationship of shared consensus and coexistence. The teaching interaction is an effective way to promote the overall development of the educatee. Meanwhile, it is also the unfolding process of the continuous life practice activities between educator and the educatee. The multi-dimensional interaction process between educators and educatees is the autonomous construction process of their discourse communication system, the promotion of life meaning and the construction of harmonious relationship. The two-dimensional teaching method can not only stimulate students' interest in learning, mobilize students' enthusiasm and initiative in learning, but also cultivate students' independent learning, thinking and innovation abilities.

4. CONCLUSION

Herbert Marcuse's "one-dimensional" thought is of great practical significance to the cultivation of creative talents with critical thinking in China's ideological and political education. If everyone is merely content with the present, his mind will become rigid and he will have no hope for the future. If the Times does not have the voice of criticism and query, then the society will never move forward. The limitation of one-dimensional thinking and the indoctrination malpractice in ideological and political education force it to carry on the paradigm innovation. Only by cultivating creative

talents with critical thinking can we reduce or avoid the limitations and negative effects brought about by the "one-dimensional" problem, and can we take up the dialectical weapons of thought and scientific beliefs, cultivating qualified talents with two-dimension. Studying Herbert Marcuse's "one-dimensional" thought is not only a summary of the past, but also a new hope for our contemporary people, the Contemporary Society and the building of socialism with Chinese characteristics in the direction of high quality.

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