

Analysis of Ideological and Political Education and Teaching Modes Based on Philosophical Theoretical View

Xuelian Chen

College of Political Sciences, Chongqing Normal University, Chongqing, 401331, China

Keywords: philosophy; ideology and politics; Marxism

Abstract. This paper first introduces the formation of Chinese ideological and political theoretical system, then analyzes in detail a series of problems faced by Chinese ideological and political education and finally proposes a series of reform suggestions on Chinese ideological and political education with Marxist philosophy as guiding ideology. Since the reform and opening-up, Chinese ideological and political education has gained a series of development. Based on social practice, Chinese ideological and political education has gradually developed into a comprehensive and applied discipline from nothing. As globalization and informatization course accelerates, Chinese ideological and political education is faced with a series of challenges.

1 Basic problems of ideological and political education

Ideological and political education is an important content for China to construct a society with spiritual civilization and also a main approach of salving a series of social problems and social conflicts. Ideological and political education plays a very important role for national development, social civilization and progress. However, under complex international competition and social background, Chinese ideological and political education is faced with a series of threats and challenges. To revitalize Chinese national and achieve China dream, we should put forward corresponding reform opinions under the precondition of analyzing current situation of Chinese ideological and political education.

1.1 Theoretical basis of Chinese ideological and political education

Construction of socialist theatrical system with Chinese characteristics is theoretical basis of Chinese ideological and political education. Mao Zedong Thought and Deng Xiaoping Theory are theoretical basis of Chinese ideological and political education. Important though of Party building and “three-representative theory” is the foundation of team building during Chinese ideological and political education. Scientific development perspective is thinking logic of Chinese ideological and political education. The theories of Chinese ideological and political education system consist of Marxist theory, ideological and political theory of Chinese Communist Party and theoretical achievements of localization of Marxism formed since the reform and opening-up. Scientific development perspective provides new ideas for further researches of Chinese ideological and political education and makes us better understand key points and core of ideological and political education.

1.2 Practical basis of Chinese ideological and political education

Ideology and politics of a country form under certain historical conditions and social background. Chinese ideological and political education cab better develop only when practical basis of Chinese ideological and political education is profoundly understood. In China, ideological and political education started to develop since proletariat stepped on the stage of history and independently gave play to the political role. Ideology and politics of Chinese Communist Party began to form during the Northern Expedition, gradually became mature in the period of anti-Japanese wars, further developed in the period of peoples’ liberation war and gradually perfected after the reform and opening-up.

1.3 Analysis of basic problems of ideological and political education with philosophical viewpoint

Although China's ideological and political system has tended to be perfect, due to historical reasons, basic theories of Chinese ideological and political education are still weak. The objects of study and basic contradictions of ideological and political subject decide basic problems of ideological and political system. The fundamental basis of studying ideological and political education with philosophical view is the significance of confirming basic problems of ideological and political education. On the one hand, Chinese ideological and political education is to disclose basic contradictions of ideological and political theories; on the other hand, it is to establish "legality" of ideological and political education in education system and academic theories. It can be seen from basic problems of ideological and political education that Chinese ideological and political education also has some shortcomings in actual development process.

Firstly, Chinese ideological and political education has no accurate positioning and lacks awareness of introspection. So, it wavers among education, politics, practice and theory. Is ideological and political education a political activity or education activity? In allusion to this question, the academic circle forms two mutually contradictory views. One view considers ideological and political education is a political education activity. Holders of such view think ideological and political education is an education activity with certain purpose. Another view considers ideological and political education is an educational political activity. Holders of such view think ideological and political education is a political action adopted to realize certain ideology. Are there differences between ideological and political education scholars and ideological and political educators? It is generally believed that ideological and political education activities should stick to the principle of combining theory and practice, guiding practice with theory and checking theory with practice. Unification of theory and practice is a fundamental principle of Marxist philosophy. However, since theory and practice fail to be united in ideological and political education, Chinese ideological and political education has a vague boundary between theoretical learning and practical operation.

Secondly, Chinese ideological and political education is in the stage of "prescience". In the face of practice of ideological and political education, "pre-reflective acceptance" appears due to insufficient thinking of basic problems of ideological and political education. Generally speaking, Chinese ideological and political education is based on historical experience and often influenced by non-academic factors in material collection and research approaches. Just as famous sociologist Bourdieu said during reading some social sciences, "its problems, concept and knowledge tools are from social world; it often trustily records facts, opinions or systems in prescience stage and is often regarded as various materials and things given experientially; it is independent from any knowledge seeking behavior and science." In research theories of ideological and political education, literatures which pay attention to theories of ideological and political education are very few. This is a prominent performance of "prescience introspection" of Chinese ideological and political education.

Finally, Chinese ideological and political education fails to form appropriate methodology. Some scholars consider research methods of ideological and political education are comprehensive and overall adopt methodology of social humanities. Such understanding directly results in the following problems of Chinese ideological and political education. 1) Ideological and political education as an independent discipline lacks characteristic research methods. 2) Comprehensive methodology makes Chinese ideological and political education lose independence and reflection. Due to the lack of characteristic methodology reflection and methodology construction, ideological and political education generally regards empirical facts as objects of study. Thus, the situation where researches of ideological and political education yield to historical facts forms. Hegel once said, "Everything is originally potential, but that is not their ultimate. Just as seed is plant itself, but plant is self-development of seed. So, all cannot exceed their pure selves. Beyond abstract self-reflection, they will develop into other reflection. Then, this thing has traits." This expounds basic logic of philosophy development. Philosophy development direction is to a large extent decided by original state. Similarly, cognition of relationship between politics and education decides cognition of basic problems of ideological and political education.

To stand on the peak of science, a nation must have theoretical thinking. Thus, analysis of ideological and political education must be based on philosophical theories and regard philosophical views as the guiding thought.

2 Guiding significance of Marxist philosophy for ideological and political education

Philosophy is systematized and theorized world outlook, is of a series of summaries of nature, society and thinking and is dialectical unity of world outlook and methodology. Marxist philosophy as Marxist philosophy of Chinese ideological and political education has important reference significance for Chinese ideological and political education mode.

To better give play to guiding significance of Marxist philosophy for Chinese ideological and political education, it is required to carefully analyze a series of educational views of Marxist philosophy. Firstly, Marxism advocates value tendency of morality and opposes relativism of value. Secondly, Marxism advocates regarding human development promotion as the objective. Thirdly, Marxism attaches importance to permeation function ideological and political education and importance of students' active participation. Fourthly, Marxism advocates ideological and political education should work out corresponding educational objective according to scientific laws of moral development. We should scientifically refer to essence of Marxist philosophy to guide further development of Chinese ideological and political education.

2.1 To advocate correct value guidance

Marxism considers morality is decided by certain economic base and alters with changes of economic base. Morality owns class features. So generally approved moral idea can generate only in communism. China proposes to construct "a democratic, fair, faithfully, friendly, stable and orderly society ruled by laws and full of vigor where human and nature coexist harmoniously."

Therefore, in ideological and political education, it is required to guide and educate students with socialist core value and make students establish correct outlook on life, world outlook and values. Besides, it is required to make a stand against relativism of value, firmly fight against bourgeois ideas such as "liberalism" and "universalism" and form correct ideological and moral concepts. Chinese ideological and political education can ensure to develop toward correct and scientific direction only through sticking to scientific socialism.

2.2 To pay attention to students' individual needs

Marxism emphasizes all-round development of human beings. During ideological and political education, students' ideological and moral education and establishment of values should be stressed. In the process of ideological and political education, it is required to teach students in accordance of their aptitude and development needs. Chinese traditional view considers education aims to make students better adapt social development and blend in society. Therefore, Chinese ideological and political education emphasizes to maintain overall interests of society and forms top-down advocacy-type promotion. For example, it is necessary to make students gradually form certain ideological and moral concepts as well as behavioral habits through formulating moral rules and establishing moral models. Such ideological and political education mode neglects students' initiative and their development needs, suppresses students' potential to some extent and results in the lack of creativity. In recent years, China has started to value students' individual growth needs. For example, the Ministry of Education proposes to facilitate students' integrated development of students' ideology, politics, physical and psychological health as well as scientific knowledge. Hence, paying attention to students' development is a new requirement for Chinese ideological and political education. We should strive to create favorable moral atmosphere for students and provide more practice opportunities for students so as to promote students' integrated development of morality.

2.3 To enhance penetration function of education

The theory of Marxist philosophy considers students' initiative can achieve better learning effects. So in the process of ideological and political education, it is required to give play to students' subjective initiative and actively create opportunities to make students participate in learning process. "Successful ideological and political education pays more and more attention to

penetration and implication methods and makes students receive effective education subtly and unconsciously”. Thus, we should actively change thought of ideological and political education, pay attention to students’ needs and participation degree and motivate their learning interest and thinking creation. Meanwhile, teachers of ideological and political education should strive to improve their comprehensive qualities and continuously absorb new scientific knowledge so as to boost guiding and control ability and make teaching form more flexible. Chinese ideological and political education should timely introduce new teaching contents and modes, focus on combination of social current affairs and guide students to discuss current affairs in social life. Meanwhile, Chinese ideological and political education should combine social practice and club activities so that students can apply ideological and political theories in practice.

2.4 To set rational objective and contents according to objective reality

Marxism advocates ideological and political education should work out corresponding education objectives according to scientific laws of moral development. So, the objective of Chinese ideological and political education should comply with hierarchical setting principle. Teachers should teach students in accordance of their aptitude in education. Chinese ideological and political education should be practical and realistic, and stick to starting from Chinese education status and students’ actual situations and combining contents of ideological and political education with students’ actual situations and starting from trifles. In the process of ideological and political education, on the one hand, corresponding teaching schemes should be taken according to students’ levels. On the other hand, teaching schemes should be adjusted correspondingly according to different student groups so as to improve pertinence of teaching schemes.

2.5 To correctly deal with relationship between emotion and theory

Basic principles and methods of ideological and political education should be chosen in combination of moving others with emotion and convincing others by reasoning. Teachers should carry out ideological and political education with their real emotion. Only in this way, more favorable relations between students and teachers can be created. In the process of ideological and political education, it is required to link theory and practice and arouse students’ emotion and interest. Repeating what the book says and pure infusion of concepts are not suggested. For instance, when teaching students patriotic emotion, relevant films and television programs can be played so that students can practically feel and generate resonance. In this way, students can well understand patriotism and more profoundly realize significant influence of national rise and fall on them.

Conclusions

Ideological and political education has important significance for construction of socialist core values. We should start from philosophical viewpoint to profoundly analyze problems existing in ideological and political education and carry out corresponding reforms of ideological and political education with Marxist philosophy as the guiding thought.

Acknowledgments

This paper reveals research achievements of 2-14 student work topic of Student Work Research Branch of China Association of Higher Education, with the title of “study on improving scientific level of counselors’ work in higher vocational colleges”. Topic No.: LX2014Y071.

References

- [1] Lin Shuiquan, Exploration of ideological and political education in daily life based on philosophical theory [J]. Charming China, 2011,(16):251-251.
- [2] Li Shifang, Li Dalong, On philosophical theory of college ideological and political education humanization [J]. Journal of Hubei University of Economics (Philosophy and Social Sciences), 2010,24(1):159-160.

Cai Chengxiao, On significance of practical link of philosophy course – giving full play to function of Marxist philosophy for ideological and political education [J]. Hubei Social Sciences, 2007,(11):177-178.

[4] Zhang Xuemin, Exploration of innovating college ideological and political theoretical teaching path with intersubjectivity theory [J]. Qingchun Suiyue, 2013,(22):203.

[5] Liu Zongbi, Several problems on theories in new teaching material Introduction to Basic Principle of Marxism [J]. Journal of Qiannan Normal College of Nationalities, 2008,28(4):68-73,96.

[6] Duan Wenling, On logical relationship between Marxist human theory and ideological and political education [J]. Study & Exploration, 2007,(6):42-46.

[7] Yan Chicheng, Analysis of methodology significance of Marxist philosophy. Educational Circle, 2012, (33):46.