

# Analysis of "Minority" and "Majority" Transformation of Ideological and Political Education Objects Based on Teaching Framework

Qin Chuyang<sup>1</sup>, Dai Xiaofeng<sup>2</sup>

<sup>1</sup>School of Foreign Study, Shenyang University of Technology, Shenyang, 110870, China

<sup>2</sup>Division of Human Resource Management, Shenyang University of Technology, Shenyang, 110870, China

**Abstract:** *As the object of ideological and political education (IPE) in colleges and universities (IPECU), university students are independent, active and creative. The premise of all-round growth of university students and the achievement of IPECU is to give full play to the subjectivity of educational objects. To realize the purpose of IPE, we need to give full play to the leading role of educators, and more importantly, to give full play to the subjective initiative of educational objects. The effect of IPE depends on whether the educated object accepts the educational content and externalizes it into behavior. Improving the teaching effectiveness is an inevitable requirement of the teaching reform of ideology theory courses in universities. Understanding the intrinsic value of students' IPE objects is not only conducive to the smooth growth of students' IPE activities, but also of great significance to improving students' ideology quality. This paper puts forward a general framework for constructing a long-term mechanism of IPECU, and discusses the transformation strategy of "minority" and "majority" of IPE objects.*

**Keywords:** *Ideological and political education; Teaching framework; University students; Effectiveness*

## 1. Introduction

With the growth of China's economy and society, great changes have taken place in the ideological situation and characteristics of educational objects. Market economy has cultivated people's independent values, and people's awareness of benefits and equality has gradually been strengthened [1]. In the stage of IPECU, university students are the object of education and the educated. However, university students, as educational objects, are not passive objects, but people with subjectivity. The difference between modern IPE and traditional IPE lies mainly in whether IPE should be centered on the educated, that is, how to scientifically position the position and function of the object of IPE in IPE [2]. To realize the purpose of IPE, we need to give full play to the leading role of educators, and more importantly, to give full play to the subjective initiative of educational objects. The effect of IPE depends on whether the educated object accepts the educational content and externalizes it into behavior [3]. The teaching effect of ideology course is directly related to whether we can guide contemporary university students to establish a scientific world outlook and outlook on life with the basic standpoint, viewpoints and methods of Marxism [4]. Improving the teaching effectiveness of ideology courses is a theoretical and practical problem that ideology theory workers in universities must pay attention to and think about for a long time.

Improving the teaching effectiveness is an inevitable requirement of the teaching reform of ideology theory courses in universities. In the traditional IPE, educators have absolute authority and are the absolute center of the whole IPE, while the educational objects are in an absolutely obedient and passive position [5]. This will easily lead to the neglect of the role of the educational object, and the educational object's understanding of IPE is only at the superficial stage, and it can't reach the real IPE. In the stage of IPE, the object of education plays an important role. Whether the object of education internalizes and externalizes the content of IPE greatly affects the effect of IPE [6]. The growth of subjectivity is an important prerequisite for the all-round growth of university students, which should be realized through education, especially IPE [7]. Therefore, in the IPECU, not only should students be the main body, but also the cultivation of university students' subjectivity and the promotion of their all-round development should run through the whole stage of IPE [8]. This paper puts forward a

general framework for constructing a long-term mechanism of IPECU, and discusses the transformation strategy of "minority" and "majority" of IPE objects.

## **2. The object of IPE and the status of subject and object**

Students' IPE refers to the IPE conducted by schools to specific target students. It is an activity for educators to correct and guide ideological and conceptual problems such as students' world outlook, outlook on life and values, and it is a kind of ideological education practice activity to cultivate more talents who meet the needs of the country and society. In the philosophical sense, subject and object are a pair of interdependent concepts. People's social practice activities all have specific knowledge and practitioners and objects. Generally, the former is called the subject and the latter is called the object [9]. In the philosophical sense, the relationship between subject and object mainly describes the relationship between man and nature, where the subject is man and the object is nature other than the subject. The main body of education is no longer absolutely leading, executing and implementing education in a certain link, and the phenomenon of continuing to receive education or even receiving education from the object of education also appears. That is, in the stage of IPE, the relationship between subject and object has changed interactively.

Students' IPE is an important part of school's IPE, and it is one of many fields of school's IPE, mainly including students' IPE object, students' IPE goal, students' IPE content, students' IPE methods and students' IPE team. The main body of IPE refers to educators, that is, the leaders, implementers and promoters of educational activities. It embodies the direction, essence and content of certain educational practice, and bears the main responsibility for the success or failure of certain IPE practice.

Students' IPE, a practical activity, is aimed at students, those who receive education or study at school, whose thoughts are constantly developing and progressing and need special guidance and education. Their thoughts are characterized by being educated and malleable. That is to say, students' IPE focuses on the growth of students' ideological and moral character, and guides students' political and ideological consciousness. The object of students' IPE is students themselves [10]. The object of IPE refers to the educated, that is, the educated object, which is the aspect of receiving education. Its main task is learning, adapting and internalizing, and it belongs to the non-leading aspect. It reflects the basic situation of the educated and the development trend to be improved, and the tasks and characteristics faced by ideology educators.

## **3. The intrinsic value of students' IPE objects**

### ***3.1. The object of education is in the main position in the IPE of students***

The intrinsic value of students' IPE object is firstly reflected in that it is an important part of students' IPE, and it is the foundation and premise for the smooth progress of the whole students' IPE activities. To achieve the above-mentioned teaching objectives effectively, the key lies in the scientificity, creativity, modernity and practicality of the teaching and research of ideology courses. It is necessary for the teaching of ideology courses to closely rely on the discipline construction of Marxist theory, and enrich and expand the teaching contents with the achievements of the discipline construction [11]. The intrinsic value of the object of students' IPE is also reflected in its dominant position in students' IPE, which is an important guarantee for the orderly progress of students' IPE. Students' political and ideological education is a specific teaching activity, and the educational object should also be in the main position in the students' political and ideological education. Only by attaching importance to the subject position of students' IPE and giving full play to its important role in students' IPE can students' IPE activities be promoted smoothly.

### ***3.2. The realization of self-identity of educational objects in students' IPE***

How to strengthen the discipline construction of Marxist theory and provide academic support for ideology courses on this basis depends on the joint efforts of universities and teachers of ideology courses. For universities, we should first establish the corresponding system and mechanism, and realize the close combination of the academic research of Marxist theory and the teaching of IPE. Obviously, the goal orientation of subjectivity in teaching can't just stop there, but should have a more core and higher pursuit and goal, that is, the generation of students' subjectivity. A scientific, objective, reasonable and perfect examination system is not only conducive to improving and perfecting the

subjective teaching, but also conducive to enhancing the effectiveness of ideology teaching in universities. Many years' experience in the construction of ideology courses in universities shows that teachers of ideology courses in universities who only pay attention to teaching and neglect scientific research cannot become excellent ideology educators. The theoretical hotspots and difficulties in the course, as well as the understanding and excavation of the contemporary significance of the basic principles of Marxism, all require teachers to take the initiative to rely on the rich academic resources provided by the discipline construction, and give full play to the supporting function of the discipline construction of Marxist theory to the ideology theory teaching.

#### 4. Transformation of "minority" and "majority" of educational objects

##### 4.1. Optimize the talent mechanism

In the research of IPE, it is no accident that there are various tendencies to emphasize the status of the object. This is because in the practice of modern IPE, the initiative and subjective initiative of the educated object are greatly improved. With the expansion of enrollment in universities in recent years, there is a big gap between the establishment of full-time teachers of ideology courses and this standard. This huge vacancy will undoubtedly increase teachers' teaching workload and burden, and will inevitably lead to the rapid expansion of teaching class size, thus affecting the effect of IPE teaching and the construction of long-term mechanism. And improve the treatment of ideology course teachers, ensure that the actual average income of ideology course teachers is not lower than the average level of teachers in our school, and improve the professional sense of achievement and professional honor of full-time ideology course teachers. In the stage of IPE, the subject and object of education sometimes exchange their positions and functions, but this interaction or "position exchange" is not the main or overall situation. Although this phenomenon deserves enough attention, after all, it is not a change in nature, and it is not enough to change the nature of the subject and object of IPE.



Figure 1: IPE personnel training

Teachers should strengthen their theoretical study, constantly improve their Marxist theoretical literacy, and make them firm Marxists. Only when teachers really learn and believe, can students really learn and believe. Secondly, establish and improve the training system. In a certain educational process, the status of subject and object is always determined. Without determining the status of the subject and object of education, we can't know the responsibilities and leading aspects of education. The dialectical relationship between the status of subject and object reflected in the stage of education should not be concluded to shake or confuse the status of subject and object. Universities should optimize and enrich the contingent of part-time teachers of ideology courses, attract and encourage relevant professional teachers, hire experts, scholars and leading cadres from theoretical research units and practical departments, and encourage party and government leading cadres to carry out ideology course teaching activities in different forms such as lectures, special lectures, formal policy reports, etc., so as to enhance the awareness, attention, influence and attraction of ideology courses (see Figure 1).

##### 4.2. Establish and improve multi-party linkage mechanism

In the traditional concept of IPE, people often regard ideology educators as the main body of IPE, and regard IPE objects as the objects of IPE. The ideology course teaching in universities is not only a course teaching activity, but also an IPE work. Therefore, it is necessary for the party and government

departments such as school propaganda, personnel, educational administration, finance, student affairs, etc. and the teaching and research institutions of ideology courses to perform their duties, take their own responsibilities and cooperate with each other. Respecting the characteristics of subject and object and the law of receiving education reflects the guiding service. Respecting the guidance of the object and subject reflects the stage of learning, accepting, adapting and innovating the dominant ideology of society. In this process, the subject and the object together embody a continuous stage of self-improvement. IPE is the interaction between the educational object and the educator. Only when a democratic, equal and harmonious interactive relationship is established between them can the subjectivity of the educational object be fully exerted. Therefore, in the practice of IPE, educators should give enough time to make educated objects participate in the whole stage of teaching, inspire educated objects to think positively, and give full play to their enthusiasm and initiative in participating in learning. The linkage mechanism of IPE is shown in Figure 2.

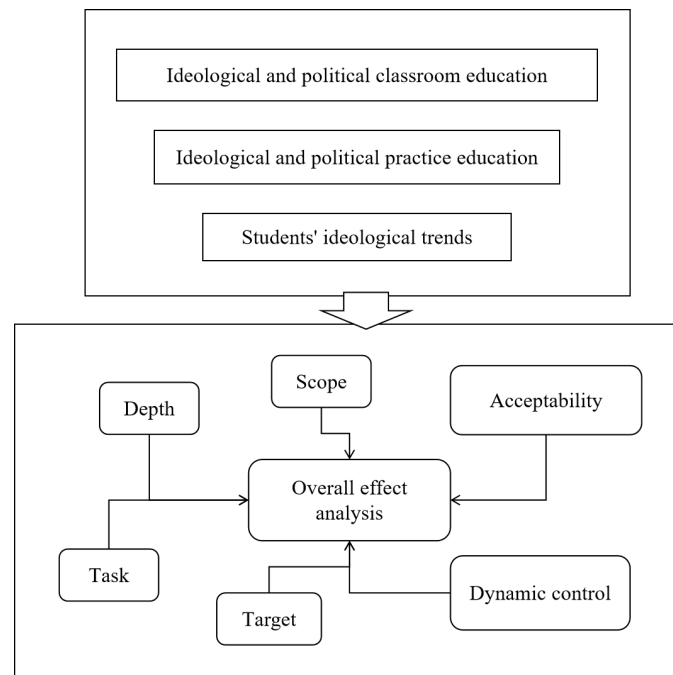


Figure 2: Linkage mechanism of IPE

If we say that both the object of education and the educator are the main body, we will virtually blame the educated young students for this mistake. This is obviously inappropriate. Therefore, young students, who are educated, do not occupy a dominant position in the stage of IPE, and cannot take the main responsibility of IPE, nor can they be the main body of IPE. Their inner psychological needs are the fundamental premise for them to accept the influence of external education. Only those things that are closely related to their inner needs can arouse their inner resonance and arouse the power of action. The educational content formulated by educators should meet the psychological needs of university students. Only when the IPE content meets the inner psychological needs of university students and enters the main vision of university students through various educational channels, can university students actively accept and consciously practice through various channels. Universities need to establish and improve the multi-party linkage mechanism, implement policies and measures in IPE and teaching, discipline construction, personnel training, scientific research projects, social practice, funding guarantee, etc., and realize multi-party cooperation to form joint forces to jointly promote the growth of IPE and teaching.

## 5. Conclusions

Constructing a long-term mechanism of IPE teaching in universities is conducive to improving the teaching quality of ideology courses, mobilizing students' initiative and enthusiasm in learning, and enabling students to improve their ideological and moral level by combining theory with practice. In a certain educational process, the status of subject and object is always determined. Without determining the status of the subject and object of education, we can't know the responsibilities and leading aspects of education. In the practice of IPE, educators should give enough time to make educated objects

participate in the whole stage of teaching, inspire educated objects to think positively, and give full play to their enthusiasm and initiative in participating in learning. Only by attaching importance to the subject position of students' IPE and giving full play to its important role in students' IPE can students' IPE activities be promoted smoothly. Only by strengthening the emphasis on IPE teaching in universities, constantly improving the subjective teaching, establishing and perfecting the supporting system, and creating the subjective teaching atmosphere, can we really play the positive role of this mechanism and complete the transformation from "minority" to "majority" of IPE objects.

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