

A New Theory on the Subjects of Ideological Political Education in Research Universities

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Abstract: The purpose is to discuss the subjects of ideological political education in research universities. The method is to adopt two strategies: First, dig deep into the inter-subjectivity contained in the relationship between two persons; second, examine the co-subjectivity contained in the multiple relationships from the perspective of Chinese and Western coherence. The key point is to distinguish two main categories between people and knowledge systems. Independently thinking of teachers and students, more than the Communist Party members, and less than the citizens, so that has the role of linking up and down; the subject text of knowledge center not only contains standardized speech, but also contains a localized and personalized speech, in which the subject content and its form will change with the characteristics of each. The result is that the discovery of the multiple attributes of general education subjects in research universities can be understood by the constraints of nature and morality, cognition and behavior, freedom and restraint. The significance lies in the dynamic overlapping relationship of the subject of political and ideological education. Once this attribute is clear, it can correctly explain the new, and put people and their thoughts with the characteristics of the times, better integration.

1. Introduction

There is not only a cross-cutting attribute but also multiple attributes between the subject of general education and the subject of ideological and political education in research universities.

If the theory of ideological and political education that does not distinguish between the subject of political and ideological education and the subject of political behavior management is called the old theory, then the emphasis on the subject of political and ideological education and the subject of political behavior management is called a new theory. The following attempts to examine the characteristics of the transformation of the subject role of ideological and political education from dynamic perspective of subjectivity and triviality, that is, to systematically expound the basics of the new theory of ideological and political education from the three basic relations of morality and morality, knowledge and behavior, thought freedom and behavioral constraints feature.

2. Method

First, dig deep into inter-subjectivity contained in the relation between two persons; second, examine the co-subjectivity contained in the multiple relation from perspective of Chinese and Western coherence. The key point is to distinguish two main categories between people and knowledge systems. teachers and students, on the one hand, more than the number of Communist Party members, on the other hand, less than the number of citizens, is the main body of ideological and political education in the new era, that has the role of linking up and down; the text of the subject knowledge center not only contains standardized speech, but also contains a localized personalized speech equivalent, in which the subject and its form will change with the

characteristics of each era (this is the hub of the two major categories of subjects where it is with independently thinking).

2.1 Definition

The subject-object relation problem is considered to be one of the major theoretical issues in discipline construction of ideological and political education (Zhang Yaocan,2003). Some scholars divide the subject of ideological and political education into substantive subjects, as political groups and formal subjects, ideological and political educators (Wei Qiang,2009). The main body of activity is educators and educates that based on the content of teaching to interact and develop bilaterally (Yan Ruihui, 2011). The first three types of examples do not distinguish the dynamic relation between the education subject and the management subject from the perspective of pre-subjectivity, subjectivity and inter-subjectivity.

The following is a demonstration of why and how to distinguish between political ideological education subjects and political behavior management subjects, and then reveal theoretical and practical functions of this distinction. This is not only from the main body of political work in Mao Zedong era (party members) and the political education subject (teachers and students) in the Deng Xiaoping era and the political civilization subject (citizens) in Jiang-Hu-Xi's era, but also from the research university. From the perspective of the dual subjects of undergraduate education and graduate education, combined with the multiple subjects of contemporary education courses such as ideological and political education, data science education and artificial intelligence education, this paper proposes a new theory of the ideological and political education in contemporary universities.

In this paper, the concept of subject is divided into the subject (natural person and legal person) and the subject content (ideology).

If ideological and political education is regarded as a cross-disciplinary subject under the two first-level disciplines of education and Marxist theory, then whether the subject is an educator (Holbat's general education perspective) or an educated person (Dewey's) . The philosophy of education refers to natural persons, and the educational authorities of both teachers and students are those who are legally drafted. The subjective content of education will be chosen according to the will of subject, especially the subject who is in the leadership position. It is reflected in the dominant educational concept and is embodied in intermediate media such as educational programs and textbooks. In theory, the basic attributes of the educational subject itself in the knowledge (ideology subject or cognitive subject) and the line (behavior subject) can be analyzed separately. In the actual process of education and management, the specific subject identity or role is dynamically changed.

If ideological and political education is regarded as an interdisciplinary subject between political science and pedagogy, then in addition to the above basic divisions, the main body of political activities has a distinctive feature compared with the main body of educational activities, that is, the prominent political ideas and political behaviors. It can be summed up in one point: this is that ideas cannot be imprisoned, but behaviors can be constrained and constrained. Therefore, the ideological and political education uniqueness can be summarized by the difference between political and ideological education subject and political behavior management subject. This is a basic point of view of smart system, and it is the essence of ideological and political education course extracted from the comparative study of ancient and modern China and foreign countries. Thought can't be imprisoned, but behavior should be reasonably constrained, preferably based on these normative constraints of the legal system (different from the randomness based on human governance).

2.2 Strategy and Method

The reason why the difference between the main body of political and ideological education and the main body of political behavior management should be emphasized on or that is mainly because of a basic national policy considered and proposed in the current and future challenges of the major basic issues of ideological and political education in China.

Issues such as "Marxism is still not working well", "The socialist road or way is still unreachable", "The leadership of the Communist Party or unit is still not working" and other issues

constitute a major basic issue in China's current ideological and political education (Li Chunhua, 2010). According to the principle of prioritizing and prioritizing, considering the characteristics of the subject knowing and doing, and combining the main ideas (contents) of China's recent future development, in accordance with the three major basic problems mentioned above, follow the Consider of the following basic strategy and its accompanying conceptual framework and method architecture for big wisdom:

A. Construct a knowledge think tank of Marxist ideological terminology with precise theoretical combing and friendly bilingual expression;

B. Construct a sample library of socialist roads with Chinese characteristics using typical institutional examples and visual ontology styles;

C. Summarize the practical experience of the Party of China with the typical examples of fresh living and the ruling experience.

And as goal of self-education and self-management of the subject of political and ideological education and the main body of political behavior management, each specific teaching group in various ideological and political education colleges or the colleges of Marxist colleges and universities across the country can follow the teaching students according to their aptitude. The principles of the development of their respective teaching tasks, also follow the principle of the direction of the choice of their training tasks, the most important thing is: the entire teaching and training process is not only in accordance with the principles of education and fun, but also can be implemented for the socialized system engineering that combines creativity, cooperation and production education, the concrete approach is: that those basic knowledge, basic principle and basic method as the "three basics", the institutional examples and typical cases "two cases". The way of network sharing is collected into the above-mentioned knowledge base, sample library and practical operation library "three libraries", and gradually forms a synergy mechanism between teachers and students by using intelligent networks to highlight its characteristics.

This paves the way for more effective educational methods such as heuristic education, reconciliation education and interactive education, systematically introducing the ideological and political education process in which the main body of political and ideological education and the main body of political behavior management all are most likely to produce positive effects.

Embodiment or Example 1 is that the three sources and three components of Marxism can be combed from the two approaches of history and theory.

Since this is a re-recognition of the original works of Marxism classics, it is very necessary to use the bilingual expression of three basics and two cases. First, the majority of teachers and students all can systematically study that the classics with the aid of intelligent network by computer-aided teaching. It will form a source. Second, the boring history and theory teaching activities will become the training of language and thinking with the precise memory training of human-computer interaction. It is easier to achieve the positive effects of multiple subjects of ideological and political education in a simplistic and specific manner.

Example 2 is that the necessary investigations of the institutional examples and typical cases of the actual participation of Mao Zedong, Deng Xiaoping, and subsequent generations of collective leadership can be separately compiled (the literature survey and the field investigation can be compiled in a two-pronged manner) to adopt the good attitude and practice of "practical knowledge". Let the teachers and students participate in the social practice of the theory and the actual (direct and indirect synergy), so that not only can the actual content of the two cases be enriched, but also the three basics that can be verified by the teachers and students social practice opportunities.

Example 3 is That the combination of the theoretical course (e.g.1) and the practical course (e.g. 2) can be used to compare the specific promotion process of the Chinese Dream blueprint (national unit and family individual as training independent thinking and the ability to actually apply).

Such ideological and political education processes are characterized as the main target of political and ideological education and the main body of political behavior management. Ideological education has a very free room for expansion; behavior management must have a very

strict constraint environment.

3. Main Bodies

Based on the cultural inheritance and innovation of Chinese thinking and bilingual processing, this paper analyzes the relationship between the activities of know or do, manage or rule, and expounds the new subject of ideological and political education on the basis of pre-subjectivity, subjectivity and inter-subjectivity with collaborative subject theory.

3.1 Relationship

The relation between the two groups embodied in "Benevolence" and the principle of inter-subjectivity which is generally considered to be a basic concept proposed by Husserl. The view of the smart system believes that the linguistic turn began with Frege and was formed by Wittgenstein is similar to that of the same. It is also further believed that the relationship between two individuals embodied in "Benevolence" itself contains inter-subjectivity (but not so Say).

The two-person relationship that Confucius used in his educational practice is inter-subjectivity principle. It has been used in ancient China, but it has not been deductively analyzed theoretically. This provides an opportunity for us to further refine the main body and make new solutions. Confucius could not be used it in our internet era with the help of computer artificial intelligence.

It can be said the word-based thinking paradigm or expression habits of the metaphor, which has created such thinking style. Therefore, today all scholars can still dig deep into the profound thoughts of the pre-Qin philosophers in the ancient Chinese literature.

The two-person in Chinese "benevolence" contains the most basic meaning of "inter-subjectivity" in the western philosophy. Due to the language expressions, thinking habits and cultural all differences, Chinese people's ideological understanding and the linguistic expressions with corresponding forms of knowledge expression are quite different from those of the west.

Benevolence can be seen as some of characteristics of Chinese thinking and expression (Huang Xianqi, 2004). That is why "benevolence" or "two-person relationship" has not developed into a kind of "inter-subjectivity" theory that is systematically described similarly to phenomenology, ontology, hermeneutics and communicative theory in modern philosophy. This is a pity—because the ancients and others have not been inspired to realize the basic meaning of the academic principles, it is also fortunate that smart system research can be refined from the integration of ancient and modern Chinese and foreign, and the academic theories of the three majorities of the subject, including the basic conceptual framework. There is a method architecture corresponding also.

3.2 Discussion on Classes and Examples

The philosophical concept of subjectivity and inter-subjectivity should be strictly formed of the form, as it relates to discovery two-person relationship and even multi-person relationship (individual or group) it is just an example of its subordinates. It is the deduction of classes and cases and their relations that establishes reasoning system of Western formal logic and mathematical computing system.

Using the strategy abstracted the subject's three characteristics and the synergy subject from the western philosophical rational reflection and the pre-subjectivity, subjectivity and inter-subjectivity of the experience. Among them, mutual it involves: the relationship between the object and the subject; the relationship within the mind of each subject-self; the relationship between the subject and the subject.

These three basic relationships are important and fundamental. Combine the classification of classes and cases (individual or group) to think more deeply.

The three basic properties that any of subject may be involved in are: the relationship between the subject and the object in front of it, the nature it embodies, the nature of the subject itself, the interrelationship between the subject and the subject, and their interaction with the nature.

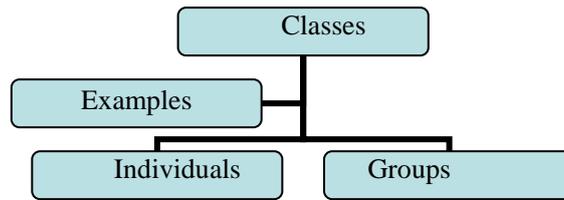


Figure 1: relation between classes and examples

It can be seen from Figure 1 that the pre-subjectivity, subjectivity and inter-subjectivity can be described under the conceptual framework of classes and cases.

3.3 Examining

Examining the relationship between the two sides and even the relationship from the pre-subjectivity to the subjectivity to the inter-subjectivity.

Ancient philosophy belongs to the pre-subjective. Although ancient Greek philosophy completed an ontological turn in philosophy from natural world to person and then explored the world's primitives in Socrates, it did not really abstract the subject with independent thought. Plato's "The scale of all things" and Aristotle's "first entity", that is, individuals are the theoretical sources of mainstream individualism. This type of "subject" belongs only to the ontology. (Long Yuqun, 1989)

The analysis of the proposition "Cogito ergo sum" as

I think so I am that reveal how Descartes establishes the principle of subjectivity, thus realizing the great transformation from object (or ontology) to subject (ie epistemology). (Wang Xiaodong, 2002)

Kant is a master of Western subjectivity philosophy. In the system that constructed by Kant's "three major criticisms", the subjectivity of moral freedom is the most prominent and core part.(Cheng Huilian,1990) The subjectivity philosophy is human-centered. (Tang Longfa, 1990)

The inter-subjectivity is based on the life world and communication practice; relation between subjects is multiple heterogeneous; the inter-subjectivity and the relationship between subject and object are the opposites; the historical scale and value scale of inter-subjectivity is a tension relationship. It is also the basis for achieving a complete philosophical and anthropological understanding of human beings. (Wang Yongzhang, 2008)

The shift from the linguistics analytic philosophy to Husserl's phenomenology and Heidegger's discourse power to the textual shift emphasized by Derrida's hermeneutics all are important series of ideological changes.

Therefore, in the era we are in, the subject of the three main bodies and the synergy subject theory is put on agenda. In the following, only the research-based university generalization courses (especially the ideological and political education theory class) will focus on the subject of ideological education and the subject of behavior management.

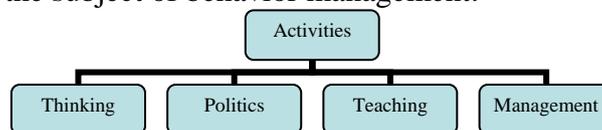


Figure 2: division and integration of activities.

It can be seen in Figure 2 that the research university "thinking, politics, teaching, and management" all activities and the division and integration of the main body (the basic category framework of the new theory). The ideas (including political thought) and politics (including political thoughts and political behaviors) all have an educational problem, and of course there is a problem of management (mainly behavior management including normative operation and speaking). From this perspective of literacy, the education of ideas and the management of behavior cannot contradict the fundamental fact that thoughts cannot and should not be imprisoned (the lessons of the feudal society for more than two thousand years should be learned); Moreover, it must follow the basic requirements of the legalized society (that is, the experience of human progress to a mature legal society, and the practical experience and scientific theories that can be

borrowed from Chinese and foreign state management practices).

From the perspective of basic concepts and functions in university, it is necessary and possible to do the distinction between political ideological education and political behavior management. Although the previous political classes have not paid attention to this distinction, the model and principle shown in Figure 2 will help people think further about this issue and do more in-depth analysis.

4. Distinctions

(1) The distinction between Dao and De

The word moral can be traced back to Tao Te Ching. The word "moral" was used in conjunction with Xunzi's "Encouraging Learning": "There is a ritual to the ritual, and the husband is the ultimate in morality." Western "morality" refers to customs and habits. "The Analects of Confucius and Learning": "The gentleman has a book, and he is a virtuoso." Qian Mu notes "the person, the benevolent. The Taoist, that is, humanity, is in the heart." The Tao is the law of nature, society, and life. Morality is natural. The combination of Tao and Germany is morality, and people follow the path and have virtue. The distinction between Dao and De is based first on the distinction between glyphs and, in turn, on the content of its implication.

The main body of the education of the Tao and the cultivation of morality (in conjunction with the education and management of the legal system) is a manifestation of the multiple attributes of the subject of ideological and political education.

(2) Distinction between knowledge and action

How do you distinguish between knowing and doing? The ancients talked about the unity of knowledge and action. Today's people's focus is different. Sun Yat-sen believes that doing or action or practice is more difficult than knowing or understanding; Mao Zedong believes that it is difficult to know. Each has its own merits. The Chinese psychological tradition and Western psychology as well as the psychology of the former Soviet Union have made extensive and in-depth research on "knowledge, emotion, intention, behavior" and "personality" from their respective perspectives, and can learn from many of them. We pay attention to the distinction between knowing and acting in order to emphasize the use of rational cognition to regulate social behavior in line with the legal system.

Smart system view believes that ethics, values and teleology are one aspect; world view, epistemology, language view and methodology are other aspects. It involves not only the choice of political inclinations and the question of confidence, but also the question of the choice and value of the content of thought. Of course, this is only from a cognitive perspective. If look at the behavior, they also involve the question of how to distinguish between knowing and doing.

In summary, the principles of classes and examples are conducive to our re-recognition of the subject's three characteristics; the principle of division and union is convenient to re-determine the relationship between thought and behavior.

These are two different and related strategies. It can guide the abstract theoretical thinking and concrete practical activities, and how the various relationships between them can grasp the social practice.

In view of the fact that the subject of thought must be an individual, the political subject can be either an individual or an organization and a legal person or a country. Therefore, three groups of distinctions are necessary for thoughts and behaviors, ideological education and behavior management, education subjects and management subjects.

Thinking, politics, teaching, management, and four activities have their own characteristics and laws. Hardening them together will inevitably lead to the practice of going through the form, that is, both up and down, and the theory is limited to the surface, that is, it cannot penetrate deep into the core.

5. Further Discussions

(1) The basis of multi-person relation is the relation between two persons.

The thoughts drawn from the relation between Ren or benevolence and the two can be seen, whether it is rational deduction or induction of experience, or analogy or simple enumeration, in the discovery and application of inter-subjectivity, the East and the West have the same effect for concept and principle. The multiplayer relationship basis is the relationship between two persons. From the relationship between families and the relationship between the family and the society, smart system research draws the idea that “the wife is safe in family, the family is safe in society, the society is safe in world”, which is a practical application model from the relationship between the two-person or multi-person relationship; The relationship between schools, parents, students and teachers also originated from a series of two-person relationship; the intricate social relationship between the Three Qin or relatives (blood relatives, in-laws relatives, and just calling relatives) and the Three Tong or fellow (country fellow, classmates, colleagues). Both of them are based on a series of two-person relationships. Therefore, the relationship between two persons is the foundation of all social relations. This can be seen in the complex attributes of the subject of ideological and political education. Undergraduate and graduate students all should pay attention to the transformation of the subject role in a series of two-person relationship inside and outside the classroom.

(2) The necessity of distinguishing between subject of political and ideological education and subject of political behavior management

From this in-depth, the main body of political and ideological education and the main body of political behavior management are also distinguishable and must be distinguished from each other. Therefore, the main tasks in the future are: how to explore the attributes of the dynamic transformation of the two main classes. This is a new key argument for the new theory of the subject of ideological and political education.

Why subject of ideological and political education is easy to flow in form in practice, and in theory has not been thoroughly studied? One of basic causes is the long-term disregard of the difference between the two basic categories of thought and behavior. If this is a problem at the theoretical foundation, then it is a practical issue to not distinguish between the subject of political and ideological education and the subject of political behavior education. To this end, this article introduces two principles to analyze, that is, try to answer these two questions

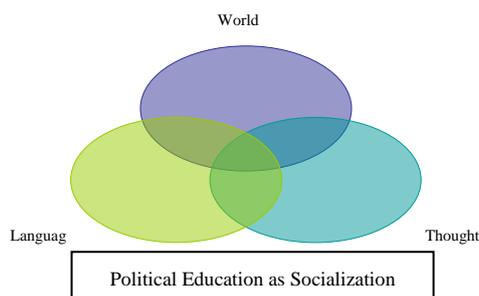


Figure 3: macro framework of the new theory of the subject of ideological and political education.

In Figure 3, the world is the total plate, in which the mind is the fundamental, the language is the intermediary, the education at the top, and the guiding politics runs through the levels of thought, language, and education. Therefore, education is a socialization process of the subject in a certain sense - the concrete expression is that the thought is expressed by means of language. This shows that there is a relation between ideological education and political education. That is to say, in the process of socialization, subject not only accepts all kinds of ideological education extensively, but also implicitly accepts (different political opinions have different guiding effects on the subject) political education. This is the point of view of wisdom. It can be seen that the scope of thought is much larger than that of politics. Therefore, ideological political education must be divided into two

aspects: ideological education and political education, the main part of ideological and political education must be divided into political and ideological education and political behavior management. The main body is two major categories. Because the object of education should be matched and the content of education must be matched, at the same time, the various subjects of education (especially the subject of thought and the subject of behavior) must also have their own supporting environment and corresponding restrictions and constraints. It seems now that the indiscriminate approach of the past is not appropriate. However, why are people not distinguishing? Among them, there are not only practical reasons, but also forms, and there are more theoretical reasons, that is, no deepening. Believe that this is the main crux of the task of ideological and political education is always difficult to be clear! Because the main body of ideological, ideological education, and ideological education; the connotation and extension of the main body of politics, political education, therefore, it is necessary to distinguish! Otherwise, the problems implied by the subject of ideological and political education cannot be solved, which will restrict the precise subdivision of the subject of ideological and political education. Ideological education and behavior management will be distinguished.

6. Conclusion

Its significance is dynamic superposition of the relation between the subject of political and ideological education and the subject of political behavior management. The characteristics of the integration of theory and practice are highlighted in the new theory of ideological and political education in research universities (He Guoqing, 2016), highlighting the era of big data. The multiple attributes of the subject of ideological and political education in research universities.(Xu Wei et al, 2016). The difficulty of ideological and political education is poor operability. Therefore, the focus of this article is on operability. Because of the strong operability of big data processing and artificial intelligence (Li Lei, 2017), smart system has designed bilingual collaborative development environment and multimedia rendering platform for knowledge module finishing, which can intuitively understand the invisible and intangible thought process. Comparatively presented to improve and optimize the paradigm of general theory classes for undergraduate and graduate students. For distinguishing between ideological education and behavior management, it points out a more effective and pragmatic approach to how to optimize and improve political classes. For example, ideas are intrinsic, invisible, intangible, and how to educate or manage? The behavior is external, visible, and manageable (the legal system is based on this and gradually developed). This article emphasizes the role of the theoretical viewpoint of "distinguishing between political education and ideological education and political behavior management." (Zou S., Zou X. 2017; Zou S., Zou X., Wang X. 2018)

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