

Affinity Enhancement of Ideological and Political Theory Courses in Colleges and Universities from the Perspective of Intersubjectivity

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Abstract: In the past ideological and political theory course in colleges and universities, students' subjectivity has not been brought into full play, and the affinity in ideological and political theory courses has been affected. Intersubjectivity theory focuses on building a harmonious and equal teacher-student relationship and promoting effective communication between teachers and students. It not only pays attention to the leading role of teachers, but also fully mobilizes the enthusiasm and initiative of students. It can help achieve the transformation of the education concept of ideological and political theory courses from subjectivity to intersubjectivity, and ultimately improve the affinity in ideological and political theory courses.

1. Introduction

In 2016, Chairman Xi Jinping delivered an important speech at the National College Ideological and Political Work Conference. He said: "By using the main channel of classroom teaching, the ideological and political theory courses must be strengthened in improvement to enhance the affinity and pertinence in ideological and political education, in order to meet the growth of students Development needs and expectations."

Basic Requirements for the Teaching of Ideological and Political Theory Courses in Colleges and Universities in the New Era issued in 2018 proposed that "continuously improving the affinity and pertinence in ideological and political theory courses in colleges and universities."

In 2019, when Chairman Xi Jinping delivered an important speech at Teacher's Symposium on Ideological and Political Theory, he emphasized that it is important to promote the reform and innovation of ideological and political theory courses by continuously enhancing the ideology, theory, and affinity in the ideological and political courses.

The ideological and political theory course in colleges and universities is the main channel for ideological and political education, and it plays an important role in strengthening moral education and cultivation. However, in the actual teaching of ideological and political theory courses in colleges and universities, factors such as weak teacher-student relations, simple teaching methods, and lagging teaching content have caused the poor affinity in ideological and political theory courses. From the perspective of intersubjectivity theory, it is necessary to improve the affinity in ideological and political theory courses, mobilize the enthusiasm of teachers and students, improve the teaching content, innovate teaching methods, and enhance the ideology, theory, affinity and pertinence of ideological and political theory courses.

2. Consistency of Intersubjectivity and Ideological and Political Theory Courses in Colleges and Universities

Intersubjectivity was first proposed by phenomenologist Husserl in *Cartesian Meditation*. From the perspective of epistemology, he proposed that intersubjectivity on one hand refers to the interrelationships between subjects, on the other hand, there is commonality between subjects. The ego and others except the ego are coexistent. People should not only know themselves, but also us. Heidegger pointed out from the perspective of ontology that the world in which individuals and others live is a co-existing world, in which they are symbiotic. From the perspective of communicative action theory, Habermas pointed out the realization of socialization based on

individuation and the realization of individuation based on socialization.

Ideological and political theory courses is an interaction process between teachers and students. It contains the communicative nature of intersubjectivity. The application of intersubjectivity theory in ideological and political theory courses in colleges and universities can optimize the teaching process and improve teachers-students relationship, which enables the two parties to respect and understand each other on the basis of democracy and equality, forms a two-way relationship between the subjects who can participate in the teaching of ideological and political theory courses together, and improves the effectiveness of ideological and political theory courses.

3. Factors Affecting Affinity in Ideological and Political Theory Courses of Colleges and Universities

Idea is the precursor of action. The change of idea has an important guiding role in the reform of ideological and political theory courses. Facing the difficulties in the teaching of traditional ideological and political theory, it has been improved, but the problem still exists. Intersubjectivity theory points the way for the reform of ideological and political theory courses in colleges and universities.

The affinity in ideological and political theory courses of colleges and universities refers to the attractiveness and appeal of ideological and political theory courses to students, which is manifested by students' sense of closeness and trust to teachers, and their acceptance and convergence of the content and activities. According to the intersubjectivity theory, the factors that affect the affinity in ideological and political theory classes are teachers, students, teaching content, and teaching methods.

3.1 Teachers

Education is the foundation of a country. Teacher are the base of education. Chairman Xi Jinping pointed out at Teacher 's Symposium on Ideological and Political Theory: "The key to running a good ideological and political theory course lies in teachers, and the key lies in exerting teachers' positivity, initiative, and creativity." Teachers of ideological and political theory courses in colleges and universities are responsible for the task of advocating and disseminating basic Marxist theories, shouldering the political mission of preaching the latest results of Marxist theories, choosing teaching methods and teaching carriers, creating a teaching environment, and grasp students' thoughts and so on. In the traditional ideological and political theory teaching, teachers are the dominant. It is only them that keep talking and teach theories in class. There is less interaction between teachers and students. The teaching content and teaching methods do not get the students' response and affection. Initiative is not shown. Coupled with the advent of the information-based Internet era, the convenience of students in obtaining information has gradually weakened teachers' right to speak in class. If teachers do not change their roles and remain playing god, the relationship with students will be more alienated. "Getting close with teachers, be happy to be their friends, and believing in their words." If a teacher talks and interacts with students on an equal footing, the distance between the teacher and the student will be reduced, and the affinity of the teacher will be transformed into the appeal of teaching. Teachers who have high affinity and harmonious relations with students will be able to organize and implement teaching activities that are accepted by students easier, and the teaching effect will be better. Otherwise, the effect will be unsatisfied.

3.2 Students

The ideological and political theory teaching process is a two-way interactive process between teachers and students. Due to the over-emphasis on students' understanding and mastery of knowledge in the basic education stage, and dominated by teachers, students' initiative is not good. They only learn what teachers teach, which leads to the passive learning habit. Students' learning motivation and initiative are suppressed. As a result, when studying in colleges and universities, they are unwilling to ask questions in class. They have less initiative appearing as bowing their heads and sitting back in class. They don't like communicating with teachers. The relationship

between students and teachers is aloof. Therefore, how to improve students' initiative, and participation in the interaction becomes an important breakthrough point to enhance the affinity in ideological and political theory courses.

3.3 Teaching Content

The teaching content of the ideological and political theory course is a comprehensive processing of the content, teaching materials and teaching practice of ideological and political theory courses. Based on the teaching purpose and the students' ideological reality, the course is to spread the outlook of the world, life and values to students purposefully and orderly after being selected and designed by teachers. For ideological and political theory courses to be affin, the teaching content must have affinity. The affinity of the content is mainly reflected in the truth, science, values and life of the teaching content of ideological and political theory. It has both theoretical guidance and a foundation for living. It is close to reality, close to life, and close to students, so as to stimulate students' interest in learning and curiosity, let students understand, believe, use, and internalize what they have learned for his own knowledge system, guide their actual behaviors and externalize them, in order to achieve the teaching effect of ideological and political theory courses.

3.4 Teaching Methods

Method is the sum of the means and behaviors of people to understand the world and transform the world. The teaching method of ideological and political theory course refers to the way of teaching in order to realize the teaching purpose. It is also a bridge connecting the positive interaction between teachers and students. When the teaching methods are interesting and popular with students and teachers and students can effectively interact with each other, the distance between teachers and students will be drawn, and students will be motivated to get closer to teaching, which will help achieve teaching goals. If the teaching methods are blunt and boring, and lack of affinity and pertinence, the interactive relationship between teachers and students will be affected, which will have bad influence on students' acceptance of teaching content. The teaching purpose cannot be achieved well as well. Therefore, the teaching effect can't be good. Traditional ideological and political theory teaching methods are mainly based on theoretical teaching. The single teaching method leads to a lack of effective interaction between teachers and students, and it is difficult to form resonance.

4. Affinity Enhancement of Ideological and Political Theory Courses in Colleges and Universities from the Perspective of Intersubjectivity

To enhance the affinity of ideological and political theory courses in colleges and universities from the perspective of inter-subjectivity, it is necessary to give full play to the dual role of teachers and students. It should on one hand give full play to the leading role of teachers in the teaching process and on the other hand mobilize students' subjectivity in the learning process.

4.1 The Conversion of Ideas of Teachers and Students

Educational and teaching activities are conducted under the guidance of certain educational ideas. The exploration of affinity practice in ideological and political theory courses of colleges and universities should also be changed from the traditional educational idea to the idea of intersubjectivity. If the traditional educational concepts do not change, the practical exploration of inter-subjectivity in ideological and political theory courses in colleges will be void. Chairman Xi Jinping proposed at Teacher 's Symposium on Ideological and Political Theory that "the teaching of ideological and political courses is inseparable from the teacher 's leadership. At the same time, it is necessary to increase the study of students' cognitive rules and acceptance characteristics and give play to the role of students as subjects." The teaching of ideological and political theory is a two-way interactive practice. Effective dialogue between subjects requires the joint efforts of both parties involved in educational activities. In order to achieve the teaching goals of ideological and political theory, it is important to pay attention to the mobilization of the enthusiasm of the two

subjects. It is necessary to only ensure that teachers play a leading role in class, but also require teachers to adhere to the idea of intersubjectivity teaching and fully mobilize the students' willingness to speak. To improve the affinity and effectiveness of ideological and political theory courses in colleges and universities, both teachers and students must change their ideological concepts.

First, the consciousness of equal dialogue should be established. In the teaching process of ideological and political theory, teachers and students should conduct equal dialogue and exchange based on mutual respect. The specific role of teachers determines their dominant position. In an equal education and teaching context, teachers should respect the personality and ideas of students, pay attention to the cultivation of students' subjective concepts, stimulate their interests, and guide students to develop self-conscious subjects. Second, the concept of equal contacts should be established. In the communication process, students and teachers have equal personality status. They can equally exchange their ideas and opinions with each other, realize the sharing of information, and promote the common development of teachers and students. Finally, the concept of mutual understanding should be established. Teachers face individual and independent students, and students face teachers with different teaching styles. Teachers and students must understand and tolerate each other. "Teachers can be less virtuous than students and students can be more talented than teachers." Nowadays, teachers are not Mr. know-all, and students are not unenlightened. Teachers and students should learn from each other, understand each other, and help each other. Under the educational environment of equal dialogue, equal communication, and mutual understanding, students are no longer in the marginal zone of ideological and political education, but become the main body of ideological and political education activities. Teachers also put down their sense of superiority, walk into the students responsibly. Both teachers and students start to understand and appreciate each other. In this atmosphere of equal communication and mutual understanding, the subject of education and the subject of being educated can realize the integration of life and common development.

4.2 The Conversion of Teaching Content.

To improve the affinity of ideological and political theory courses, it is essential to construct scientific teaching content that meets the needs of students. The teaching content must be realistic and enhance the intensity and depth of the conversion of the teaching material system to the teaching system. The teaching content should be closely combined with some social hotspots and difficult problems that occur in contemporary times, as well as the graduate examination, employment, entrepreneurship and other issues that are closely related to students. It can put reality into learning and realize Marxist theory into students' minds. The teaching content should be targeted. College students are in the critical period of establishing their outlook of world, life, and their values. Their minds are not yet fully mature, and they are susceptible to western values and wrong ideas. In the process of ideological and political education, teachers must use Marxist standpoints, views, and methods to strengthen the education, implement the concept of ideology and politics curriculum, guide students to establish dialectical thinking, cultivate a rational and peaceful mentality, and help students lay the foundation of values. At the same time, the teacher should go deep into the students, understand the students, and answer the students' concerns and ideological confusion during teaching. Only in this way can the college students have the close and intimate feelings when having ideological and political theory courses. Teaching content must be convincing. In the teaching process, teachers must grasp the fundamentals, put the facts and reasoning, explain the theory thoroughly, and convince students with reason.

4.3 The Conversion of Teaching Methods

Teaching methods is an intermediary that connects teachers and students, and is also an important carrier for teaching content and achieving teaching goals. The usage of teaching methods directly affects the affinity of the curriculum. For a long period of time, traditional teaching methods of ideological and political theory have played an important role. In modern times, teachers should inherit the essence of traditional teaching methods, integrate them with modern

information technology, expand and enrich them, make full use of MOOCs, flipped-class, and online courses to enhance the sense of modernity and attractiveness of ideological and political theory courses. Teachers can also combine online education with offline education, establish online learning and communication platforms such as QQ group, WeChat group and public account, and timely push national hotspots and events closely related to students. They can make use of the online education platform, strengthen the construction of course websites and thematic education websites, conduct ideological and political courses in a way that is widely accepted by college students, and increase the online and offline interaction with students. They can also increase practical teaching elements, carry out activities such as social practice, production practice, volunteer service practice. Thematic practical education activities is also an important way. Through the above methods, the combination of traditional teaching methods and modern information technology and the combination of theoretical teaching methods and practical teaching methods can be achieved, the affinity of ideological and political theory courses can be improved.

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