

Empirical Study on Effectively Constructing the Subject-Object Relationship in High School Ideological and Political Education

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Abstract: Constructing a sound subject-object relationship in high school ideological and political education can effectively stimulate the enthusiasm of both teachers and students in classroom participation, thereby enhancing the practical effectiveness of classroom teaching. This paper reviews the theoretical analysis of the subject-object relationship in ideological and political education in academia, exploring the practical value of constructing a good subject-object relationship. Based on empirical survey results, it analyzes factors influencing the subject-object relationship in high school ideological and political education and explores effective pathways to construct this relationship.

Keywords: High School Ideological and Political Education, Construction, Sound, Subject-object Relationship.

1. Introduction

High school ideological and political education is one of the important courses for cultivating students' ideological and moral qualities as well as comprehensive abilities. Therefore, enhancing the effectiveness of ideological and political education is of crucial significance. The relationship between subject and object is an important concept in ideological and political education. Establishing a good subject-object relationship in ideological and political education can promote the development of teaching and improve students' comprehensive abilities.

2. The Dialectical Relationship between Subject and Object in Ideological and Political Education

2.1. Knowledge Definitions of Subject-Object Relationship

Currently, the academic community holds three main viewpoints regarding the subject and object in ideological and political education: the single-subject theory, the dual-subject theory, and the intersubject theory.

Single-Subject Theory: This viewpoint suggests that there is only one subject in the process of ideological and political education. It can be seen in two scenarios. First, the educator is the subject, and the educated is the object. Second, the educated themselves are the subject. However, this perspective simultaneously denies the subjectivity of the other party, falling into the limitations of one-sidedness.

Dual-Subject Theory: This viewpoint posits that both the educator and the educated are mutually subject and object in the process of ideological and political education. In the act of teaching, the educator is the subject; in the act of learning, the educated demonstrates their own agency and becomes the subject of learning. However, this viewpoint can easily fall into the misconception of dualism, confusing the active role of the educated in receiving education with the subjectivity in self-education.

Intersubject Theory: This viewpoint emphasizes the mutual

relationship and interaction between the educator and the educated in ideological and political education. It argues that both are not only independent individuals but also constantly interact and influence each other. This perspective originates from Habermas's theory of communication, abandoning the singularity of subjectivity. It explains well that the educated, as subjects, possess initiative and agency, while also elucidating the relationship of equal interaction between educators and the educated.

2.2. The Dialectical Relationship between Subject and Object in Ideological and Political Education

In philosophical epistemology, the relationship between subject and object is dialectical. The subject refers to the person or group engaging in cognitive activities, while the object refers to the object or thing being known. In this relationship, the subject recognizes and transforms the object through practical activities, and at the same time, the subject itself undergoes reflection and transformation in this process. In Marxist epistemology, the relationship between subject and object is one of interaction. The subject knows the object through practical activities, and the object also influences the subject by being recognized and transformed by the subject. The subject constantly reflects the object in practice and transforms the object through practice, so that both the subject and the object are transformed simultaneously. This relationship reflects the agency of both the subject and the object. The subject is not only limited and restricted by the object but also able to transcend the limitations of the object and develop its own capabilities.

Similarly, in ideological and political education, there exists a dialectical relationship between subject and object. The educator is the subject of ideological and political education, possessing educational knowledge, skills, and abilities, capable of purposefully, systematically, and organizedly influencing the educated. The educated, on the other hand, are the objects of ideological and political education, possessing their own thoughts, consciousness, and cognitive characteristics. In educational activities, educators

influence the improvement of the educated's ideological consciousness and cognitive levels through guidance and assistance. However, the distinction between subject and object does not imply an absolute relationship of education and obedience, but rather influences and changes each other through communication and interaction. Educators need to fully understand and transform the educated, while also being constrained by the initiative and enthusiasm of the educated. In the process of being known and transformed, the educated exhibit a certain degree of initiative and agency, actively influencing the object such as educational content in educational activities. This subjectivity does not elevate the educated to the level of subject, but refers to the active agency of the educated in acting upon the object in educational activities.

In conclusion, both the relationship between subject and object in philosophical epistemology and in ideological and political education are dialectical. The subject recognizes and transforms the object through practical activities, while the object also influences the subject through being recognized and transformed by the subject. In educational activities, educators and the educated mutually influence and change each other through communication and interaction. This dialectical relationship embodies the agency of both the subject and the object, as well as the mutual constraints and effects of both parties in educational activities.

3. The Necessity of Constructing a Good Subject-Object Relationship

The teaching process of ideological and political education requires the active participation of both teachers and students, as both their thoughts and behaviors influence the effectiveness of teaching. A good subject-object relationship can mobilize both parties to actively engage in teaching activities, jointly creating a favorable atmosphere for ideological and political education.

3.1. Facilitating the Stimulation of Students' Enthusiasm

Ideological and political teachers and students are the subject and object of the teaching process, and there naturally exists a certain contradiction between them. The subject-object relationship in ideological and political education is one of opposition and unity. Firstly, the subject and object of ideological and political education are in a contradictory relationship. Teachers are specialized educators who have undergone systematic education and training. There exists a contradiction between the social requirements for teachers' ideological morals and knowledge literacy, and students' own levels of ideological morals and knowledge literacy. "The primary task of ideological and political teachers is the work of becoming human." Teachers must impart theoretical knowledge and moral education to students as soon as the teaching activity begins. However, students, as objects of ideological and political education, do not passively accept the education of the ideological and political education of teachers, but rather, they are guided by their own self-consciousness to actively or passively accept or reject the activities of the ideological and political education of the subject, therefore, in the teaching activities, teachers must apply their wisdom continuously to stimulate the enthusiasm of students to participate.

3.2. Beneficial for Improving Students' Ideological and Moral Literacy

Ideological and political teachers are individuals or groups who, based on certain social development requirements, purposefully, systematically, and organizedly influence the ideological and moral qualities of the objects of ideological and political education. They are initiators, organizers, and implementers of ideological and political education activities. The primary element of political teachers is political strength, which requires ideological and political teachers to always maintain consistency with the political stance, political views, and the Party Central Committee with Comrade Xi Jinping at its core, and impart the ethical standards required by society to students. Students at the secondary school level often face difficulties in understanding political theory knowledge, which affects their further internalization into their own political literacy.

3.3. Beneficial for Cultivating Students' Core Values

The formation of secondary school students' ideological and moral qualities is influenced not only by teachers and parents but also by peer groups. "Peer groups refer to groups formed by individuals who are relatively close in terms of family background, age, hobbies, and characteristics." Due to the possibility of peer groups holding values that may contradict mainstream societal values, it is essential to focus on educating and guiding peer groups.

Under a good teacher-student subject-object relationship in ideological and political education, teachers can adopt democratic and consultative decision-making processes with students, fostering harmonious interactions. A harmonious atmosphere helps alleviate students' resistance towards teachers. A positive class atmosphere is conducive to harmonious interactions between educators and students. Through such interactions, students are more willing to accept the core values imparted by teachers, thereby internalizing them into their own values and continuously enhancing their core literacy.

3.4. Beneficial for Enhancing Teaching Effectiveness

Both ideological and political teachers and students participate in the teaching process as independent individuals. Inevitably, there may be differences and barriers when independently participating in teaching activities, and both parties' thoughts and behaviors need to be coordinated through communication and collision.

Optimizing the role of teachers as the primary actors is essential for improving the effectiveness of ideological and political education. Teachers should establish clear teaching objectives during the teaching process, use appropriate teaching methods and tools, and greatly motivate students to actively participate. In the interaction process, teachers receive full respect, and their self-awareness and self-improvement are satisfied, thereby continuously enhancing their subjectivity.

Enhancing the role of students as primary actors is fundamental to improving the effectiveness of ideological and political education. Under a good teacher-student relationship, students can "selectively and discerningly accept the influence exerted by the subject." Their subjectivity is better

realized. Students participate in teaching activities consciously and independently, making them more willing to accept the content they learn at the thought and behavioral levels. This approach is more conducive to improving the effectiveness of teaching.

4. Factors Affecting the Construction of a Good Subject-Object Relationship

In the survey questionnaire titled "Empirical Research on Effective Construction of High School Ideological and Political Education Subject-Object Relationships," 73.68% of respondents believe that teachers' professional competence and students' self-initiative are factors influencing the construction of a good subject-object relationship. Additionally, 45.86% consider that rigid examination criteria affect the construction of a good subject-object relationship.

4.1. Students' Self-Initiative

Students' low self-initiative in learning is mainly manifested as: lack of independent learning ability, inability to formulate study plans, and lack of enthusiasm and motivation for learning.

4.2. Teachers' Professional Competence

The special nature of the teaching profession requires teachers not to rely solely on the basic professional education they received, but rather demands continuous learning during teaching. Under the current influence of the college entrance examination system, teachers are busy with lesson preparation and teaching every day, and they spend little spare time on self-enrichment.

4.3. Rigid Examination Criteria

Pressured by the college entrance examination and advancement, schools assign specific score criteria for each subject. Evaluations of class scores are conducted during each exam period, and corresponding measures are taken for teachers and classes that fail to meet the standards. This situation often puts teachers and students in a relatively adversarial state, which is detrimental to the construction of a good teacher-student relationship.

5. Research on the Pathways to Constructing a Good Teacher-Student Relationship

5.1. Ideal Characteristics of a Good Ideological and Political Education Teacher-Student Relationship

5.1.1. Teacher Respect and Trust in Students

The role of an ideological and political education teacher requires them to take a leading position in the teaching process, playing a dominant role in the formation of students' good moral qualities and ideological concepts. The teacher's role as a subject does not mean imposing theories and ideas on students or treating them as mere recipients of theoretical indoctrination. In an ideal teacher-student relationship, students participate in teaching activities as independent individuals alongside teachers, demonstrating their initiative in learning, and completing educational tasks through the guidance and inspiration provided by teachers. Firstly,

teachers should respect students' thoughts and opinions. During the secondary school stage, students' independence and self-awareness continue to develop. In teaching, teachers should encourage students to express their own views, respect their thoughts and viewpoints, and provide positive feedback and assistance. Regular positive feedback from teachers can help students recognize their strengths and build confidence in their abilities and values. Secondly, teachers should respect students' learning differences and abilities. Teachers of ideological and political education should understand students' learning foundations and levels of ability, accurately assess differences among students, and develop teaching plans tailored to their diverse learning needs and potentials. Finally, teachers should respect students' cultural backgrounds. Students from different cultural backgrounds have varying values and attitudes towards learning. Teachers should respect cultural diversity, adopt inclusive teaching methods, and promote respect and communication among students.

5.1.2. Students with Strong Self-Initiative

During the high school stage, students' learning psychology undergoes changes, and their attribution psychology shifts, resulting in a noticeable increase in their learning initiative. Students with strong self-initiative can independently formulate study plans and goals, effectively manage study time, actively participate in classroom discussions, express their own questions, seek help actively, continuously acquire new knowledge, and apply what they have learned in practice to enhance their critical thinking and innovation awareness.

5.2. Construction of a Good Ideological and Political Education Teacher-Student Relationship

5.2.1. Teachers Fulfilling Their Educational and Guiding Roles

As the main agents of ideological and political education activities, ideological and political education teachers have undergone professional training and possess a wealth of knowledge to fulfill basic teaching tasks. However, due to the responsibility of ideological and political education in party ideological construction and talent cultivation, these teachers must use Marxist worldviews, perspectives on human nature, and values as their guide for educating students and shaping their character. Only by guiding their thoughts and actions with Marxist principles and adhering to the objective laws of development can they steadfastly uphold their belief in communism and better educate and guide students.

Firstly, teachers transmit correct ideological theories to students. Correct ideological theories serve as the premise for achieving victories in practice. Due to the unique requirements of ideological and political education, teachers must creatively impart theoretical innovations to students, enabling them to grasp the latest theoretical achievements of the party and develop in line with societal demands.

Secondly, teachers guide students to establish correct attitudes toward learning. Learning attitudes influence students' attitudes during the learning process. Teachers should guide students to adopt a lifelong learning perspective, recognizing learning as a lifelong pursuit. In today's society, which is rapidly changing due to powerful transformative forces and rapid information updates driven by continuous technological advancements, various new industries are emerging, demanding increasingly higher qualities from

professionals. Embracing a lifelong learning perspective ensures continuous learning and guards against being outdated by the times.

5.2.2. Increasing Student Classroom Participation

Ideological and political education classes should not be a one-person show for teachers; they require active participation from both teachers and students. Teachers should conduct diverse teaching activities, encouraging students to engage actively and provide feedback. This approach helps teachers better understand students' grasp of theoretical knowledge and enables timely adjustments to teaching strategies.

Selecting teaching content wisely is crucial. Firstly, adhere to the principle of relevance to students. The choice of teaching content significantly affects students' learning outcomes. Selecting content that is closely related to students' lives enhances their acceptance and interest in learning, thereby improving the effectiveness of teaching. Secondly, maintain the principle of timeliness. Teaching content should evolve with societal progress and students' growth. Ideological and political education, in particular, is highly timely; therefore, teaching designs should incorporate current social issues to cultivate students' critical thinking and awareness of societal concerns, fostering a mindset of "caring about family affairs, national affairs, and world affairs."

Enriching the forms of teaching activities is essential. Ideological and political education content often involves strong theoretical elements, which can present challenges for students' engagement and interest. Therefore, teaching activities should not be overly uniform, as this might hinder students' enthusiasm and initiative. Firstly, diversify classroom activities based on different teaching content. Varied teaching methods stimulate students' senses and participation, thus enhancing teaching efficiency. For instance, in teaching Unit 1, Lesson 2 of Compulsory Module 2 "Economics and Society," simulate market operations through group cooperation, allowing students to appreciate the advantages of China's socialist market economy in economic development, fostering their identification and pride in our country's socialist market economy. Secondly, engage in diverse forms of social practice activities.

Extracurricular activities help students consolidate their understanding of classroom subjects. Ideological and political education should not be confined to the classroom; it should be integrated into rich and diverse social practices. Utilize local red resources, museums, science museums, and other venues to help students understand Marxist scientific worldview and methodology through practical experiences, continuously enhancing their analytical and problem-solving abilities.

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