Predicament and Breakthrough: Study on the Recessive Ideological and Political Education in Universities in New Situations

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Abstract. The recessive ideological and political education, with the ever-changing social circumstance and the already-changed ideology of university students, emerges in response. Based on the analysis of the context of the recessive ideological and political education, the paper presents the predicament the recessive ideological and political education is faced with, and puts forward methods for the breakthrough of recessive ideological and political education predicament.

Introduction

With the popularization of higher education, the economic globalization, and the modern development of informationization, ideological and political education in universities is faced with unprecedented restrictions and challenges. Traditional dominant education methods appear less and less fit for social development and the ideological change of university students, thus its effectiveness is obviously impaired. The recessive ideological and political education is relative to the dominant ideological and political education. Some scholars point out that “the recessive education and the dominant education are two different methods for ideological and political education with the same goal” [1]. The recessive ideological and political education, with its subtle and subconscious influence, is taken as an effective supplement of the dominant ideological and political education and is attached to more and more importance. The exploitation and utilization of recessive ideological and political education resources in universities spell both important practical and theoretical significance for the reformation of ideological and political education practice to university students.

1. The Context of the Recessive Ideological and Political Education in Universities

With the change of the time and the society, Marxist theories are developing and innovating constantly. Likewise, ideological and political education is faced with new situations, where incessant adjustments to keep up with the time are the only guarantee for its enormous energy. The recessive ideological and political education, therefore, begins to show in research and exhibits vigor and vitality.

1.1 Apparent gap between ideological and political education’s value ought to be and its actual effect

Traditional ideological and political education in universities appears as dominant ideological and political education with its centralized and unified one-way implantation of ideas. It puts overdue emphasis on the leading role of the instructor, but neglects normal demands of students. The lack of human-orientation in the ideological and political education leads directly to the deficiency of emotion and the digression of educational manners and methods, and eventually the apparent gap between the value-ought-to-be and the actual effect of ideological and political education. Instead, the recessive ideological and political education is human-orientated, rendering ideological and political education in a subtle way and directed by individual uniqueness and needs.
1.2 Intensified conflict between subjectivity consciousness of university students and forcing implantation of ideas

The subjectivity consciousness of university students is strengthened day by day in the ever-developing world. University students put emphasis on self-participation, independent choice and judgment, unsatisfied with passively accepting fixed ideas and conclusions. Apparently, the dominant ideological and political education is no longer completely fit for the ideology and morality development of modern university students who share diverse ideology and individual characteristics. In contrast, the recessive ideological and political education delivers various and widely-covering educational contents with flexible and subconscious methods any time any where, thus perfectly fits itself into the needs of modern social development and the diversity of modern university students’ ideology, achieving what can be called “speaking louder with silence”.

1.3 Ever-updating ideological and political education human paradigm

Currently, China is in the social transforming period under the globalization background, which renders huge changes in the university educational environment. Western cultural trends, reform of the economic system, change of social structure, adjustment on benefits pattern, and alteration of ideology have greatly influenced university students. Traditional ideological and political education paradigm is to be incapable of meeting people’s ever-growing material and cultural demands in the new era, as well as the need of social development. However, the recessive ideological and political education fits and promotes the ideological and political education human paradigm, satisfies the inner requirements of students and the needs for the development of the ideological and political education discipline itself, and brings real promotion to the effectiveness of the ideological and political education.

2. Practical Predicament of the Recessive Ideological and Political Education in Universities

The recessive ideological and political education provides a new perspective for the effectiveness of ideological and political education in universities in new situations. But owing to the fact that the majority of Chinese universities have only a short history of exploring recessive ideological and political education resources, universities are faced with and required to pay urgent attention to three major kinds of practical predicament during the process of construction and development.

2.1 Insufficient attention to the recessive ideological and political education

The construction and development of the recessive ideological and political education in universities depend on how much attention is paid to them by university managers. At present, greatly influenced by tradition, part of university leaders put more emphasis on the traditional dominant ideological and political education in policies, institutions and financial supports. In contrast, the recessive ideological and political education is neglected to some extent. The insufficiency in realizing the effect of the recessive ideological and political education fundamentally impedes the development and promotion of the recessive ideological and political education in universities.

2.2 Misuse of the recessive ideological and political education

The recessive ideological and political education usually hides its educational goals in a subtle way behind some untraditional education practice and living environment favored by students, through employing a large number of “informal” methods instead of “formal” methods in dominant education [2]. Being rid of the yoke of traditional forms, these informal methods are flexible, unique, not limited by time or space, can make full use of educational resultant force, thus achieve educational goals. Nevertheless, judging from the current situation, the recessive ideological and political education is still confined to traditional dominant educational methods and lags behind.

2.3 Deficient exploitation of the recessive ideological and political education

Suppose ideological and political education resources in universities is a huge “iceberg”,

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dominant ideological and political education resources in universities is the part above the water, attractive but only a tip of the iceberg; while recessive ideological and political education resources constitute the vast majority of the iceberg below the water. Currently, recessive ideological and political education resources in Chinese universities are far from being completely exploited for various reasons. Plenty of universities satisfy themselves only by beautifying material and environmental elements on campus, and by amending university institutions, thus tremendously crippling the effectiveness of the recessive ideological and political education.

3. Breakthrough in Recessive Ideological and Political Education Methods in Universities

3.1 Transforming ideology to form educational resultant force

To break through recessive ideological and political education predicament requires firstly the idea of “three-cultivations” to reinforce the consciousness of recessive education and form the educational resultant force. “Three-cultivations” refer to “cultivation by teaching, cultivation by managing, and cultivation by serving”, which means that teachers, managers and service staff in universities directly or indirectly educate students during their performance of their work to accomplish the aim of cultivation [3]. Teachers, during their routine teaching practice, ought to make full advantage of and exploit recessive ideological and political education elements, and mingle moral education with intellectual, physical and aesthetic education, so as to provide students with ideological and political education together with professional knowledge. University managers, with an overall perspective, ought to steer the educational direction, make educational plans, mobilize all available human, material and financial resources, and organize and carry out educational work. Mass service staff ought to strengthen their awareness of service, serve as a model for students in teaching, scientific research and daily life. The educational goal can only be better achieved through the formation of recessive educational resultant force.

3.2 Exploring deeper to increase recessive resources developing methods

All should be based on the exploration and utilization of recessive ideological and political education resources in physical forms. Overall designs and layouts are required to showcase the covert humanistic spirit, and buildings as well as the natural scenery on campus should be harmonious with educational traditions and educational philosophy, so that students can be motivated by aesthetic feasts. All should be guaranteed by the exploration and utilization of recessive ideological and political education resources in institutional forms. Universities need to insist on democracy and “student-oriented” principle, allowing students to participate into the procedures of making and implementing campus rules and regulations, thus fully revealing students’ demands, establishing regulations beneficial for students’ growth, and eventually fulfilling educational goals. All should be founded on the exploration and utilization of recessive ideological and political education resources in spiritual forms. Recessive ideological and political education resources in spiritual forms refer to that campus culture, university mottos, academic atmosphere of teaching and learning, which permeate in university spirits, should be internalized into faculty’s and students’ spirit and temperament, and impact and guide their behaviors. Universities should deeply explore recessive ideological and political education resources in spiritual forms to make the best of its educational function.

3.3 Utilizing new internet media to promote recessive ideological and political education effectiveness

The internet, which can be covert, open, interactive, and flexible, has become the most important carrier of recessive education in universities [4]. With the further development of the internet, the society has witnessed a continual burgeoning of new forms of media. The promotion of recessive ideological and political education effectiveness calls for the integration and support of new media resources. First is to utilize. To get the utmost out of internet resources, especially new internet media like QQ group, blog, micro-blog, and WeChat, and to subtly interweave the construction of
campus culture into the construction of internet culture, allowing traditional media and the new internet media to supplement each other and development coordinately, offering impetus to the construction of campus internet culture. Second is to broaden. To expend the utilization of new internet media like QQ group, blog, micro-blog, and WeChat, searching for broader platforms for ideological and political educators to communicate and discuss with university students in one-to-one, one-to-many, and many-to-many ways, and help to shape dignity and rightness in students’ internet world. Third is to regulate. New internet media are open as well as risky. Therefore, surveillance center for new internet media, and internet ideological and political educational groups are required to create a wholesome internet environment by keeping track of netizen opinions, emphasizing key points, advocating typical models, reserving the quintessence, and removing the dross, thus to enhance the effectiveness of the recessive ideological and political education.

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References


