On Ideological and Political Education Process Based on the Control Theory

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Keywords: Ideological and Political Education, Process, Link, Control.

Abstract: The ideological and political education is the central link to advance the construction of spiritual civilization in China. It is of vital importance to conduct the control studies of the ideological and political education process. By exploring the ideological and political education process, this paper, based on the points of scholars represented by Zhang Yaocan, divides ideological and political education into three phases including formulation of the education scheme, implementation and assessment. It aims at figuring out the problems in different links of it so as to put forward proper and practical controlling measures, which results in satisfactory effect of ideological and political education.

Introduction

Along with the further development of reform and opening up, China’s economy has been through a rapid growth. China had steadily marched forward into a well-off society and continued to make the transition to socialist modernization. However, as Samuel P. Huntington has pointed out that modernity breeds stability, and the process of modernization is a cause of unrest. (Samuel P. Huntington: 1989) At present, the social development of China is filled with various unstable factors. Thus, it is particularly important to strengthen the ideological and political education of its citizens. Since the ideological and political education is the central link to advance the construction of spiritual civilization in our country, it is of great significance to conduct the control studies of its practice process.

The current researches mainly focus on topics such as process elements, process features, process contradictions and process disciplines of the ideological and political education, in which links in the process of ideological and political education are rarely involved. The controlling of the ideological and political education in concrete and minor process links is conducive to find out the problems existing in the education activities in a timely manner for accurate modification so as to reduce the risk of ideological and political education activities.

Literature Review of Ideological and Political Education Process

Ideological and Political Education Process

Along with the advancement of the ideological and political education discipline, there has been an agreement in its theoretical community to a certain extent and the theory of ideological and political education process has gained relatively mature technical terms. In the book Modern Ideological and Political Education written by Zhang Yaocan, the discussion on the process theory of ideological and political education is currently the highest achievement of the theory research. The ideological and political education is the process to exert purposeful, planned and organized educational effects on the educatees, based on certain social Ideological and moral requirements and the rules of the development of ideological and moral formation, to stimulate their internal contradiction so as to promote the cultivation of socially desired ideological morality. (Zhang Yaoan, etc:2001) It includes the following three aspects: the ideological and political education is the process of launching, operation and development of the he ideological and political education
activities. (Chen Wanbai, Zhang Yaocan: 2007) The ideological and political education is a purposeful activity according to certain social requirements and the need for spiritual development of the educatee. The ideological and political education process requires the participation of both the educators and the educated, which will result in mutual interaction through certain educational medium and under certain educational environment.

**Elements of Ideological and Political Education Process**

The scholar Chen Baijun holds that the practice of ideological and political education should have three basic elements: educators in the process of ideological and political education, content of the ideological and political education, the educatee. (Chen Baijun:1988) Another scholar Qiu Weiguang then improved the above-mentioned Three Elements and then puts forward three basic ideological and political education elements including educators, educatee, and content and methods of education. (Qiu Weiguang: 1990) Professor Chen Bingong proposes that the spacial structure of ideological and political education is Three Segments and Four Elements. The three segments include the educators, the educatees and education environment. The four elements are education purpose, education content, education method and education activities. (Chen Bingong: 1992) Professor Zhang Yaocan puts forward the Theory of Four Segments Structure, namely the education subject, education object, education media and education annulus(education environment), which has been established and widely acknowledged as the four elements of the ideological and political. (Chen Wanbai, Zhang Yaocan: 2007)

**Links of Ideological and Political Education Process**

In some treatises, the ideological and political education process is composed of four links: to determine the education target and work out the education plan, to choose the education mechanism, the guide the educatees in practicing social demands, to summarize and inspect. (Lu Qingren:1991) Some other treatises argue that there are three links: to determine the target, and make the plan; to implement effect and facilitate the transformation; to give information feedback and control evaluation.

This paper, based on the points of scholars represented by Zhang Yaocan, divides ideological and political education into three phases including formulation of the plan, implementation and evaluation.

**Control Analysis of the Ideological and Political Education Process Links**

**Formulation of the Ideological and Political Education Plan**

The formulation of the ideological and political education schemes the process to work out all kinds of activity plans and choose the optimal one according to the development of the educatee’s ideology and morality as well as the actual situation of ideological and political education.

Before the implementation of the ideological and political education, it is required to formulate the ideological and political education plan. However, due to the limitations of the knowledge reservation, value judgment and the distinction in resource availability, resulting in incomplete, inaccurate and delayed information collection, it is quite difficult to dig out the essence of the ideological and political education activities. Second, in the determination of education targets, there have been problems of non-concrete, indefinite and unfeasible targets. Third, in formulating the plan, overall outline is incomprehensively handled and the details have not been precisely worked out.

Therefore, in the process of making the ideological and political education plan, educators with profound decision-making capability and experience of ideological and political education are highly required. Attention should also be paid to wide, accurate, complete and precise information collection. The targets of the ideological and political education activity should based on reality. For key problems under specific circumstances, standards should be put forward to evaluate the achievement of the targets.
Implementation of Ideological and Political Education Scheme

The implementation of ideological and political education scheme is the central link of the whole process of ideological and political education, whose task is to put the plan into ideological and political education practice and to exert comprehensive effects on the educatee and to motivate the educatee to be affected in the process of education activity.

In the process of ideological and political education, the implementation of the ideological and political education scheme is of utmost importance, because the purpose of the ideological and political education is to transform the moral knowledge of the educatee, which meets the requirements of social development, into practice. However, in the implementation of ideological and political education scheme, education content of the educators is not systematic and specific. Proposed action requirements do not coordinate with the receptivity of the educatee and lack of guidance on behavior selection of them. Meanwhile, the educatee’s understanding is out of line with their behavior, which results in inappropriate choice in practicing moral behavior and deficient ideological and political education activities.

Therefore, in the implementation of the ideological and political education scheme, rich experience in ideological and political education activities and specific operation technology is highly necessary. In the initial stage of scheme implementation, the educatee should be reasonably guided in accepting social requirements in ideology, political views, ethics and so on, to improve their ideological and moral awareness. Thus, the teaching content of educators must be systematic and targeted. At the same time, simple “injection” should be avoided in the mode of education. In the knowledge transformation stage of the teaching scheme, actions should not only be feasible and can be achieved with certain effort, but also be appropriately higher than the educatee’s acceptability so that it is possible to improve their ideological and moral level to motivate them to be strenuously enterprising and improving. In the late stage of plan implementation, educators should pay attention to the guidance of the educatee’s behavior, such as their discussion on the meaning of moral behaviors and the steps of moral action so that they can gradually acquire the capability to choose moral behaviors in a correct, independent and rational manner. At the same time, the educators should create education environment for repeated good behavior and actively organize practical activities so as to help the educatee to form fixed, automatic and pleasant behavior patterns.

Assessment of Ideology and Political Education

Assessment is the last link of the ideological and political education process. The implementation of the education scheme is not equal to the end of the ideological and political education process. The purpose of the ideological and political education lies not in education activity itself, but in helping the educatee to form favorable moral behavior which accords with social requirements. Scientific assessment is needed to judge whether the goal has been achieved.

The assessment of ideological and political education is to assess the education process and its actual effect by using measuring method and statistical analysis based on certain standards. It mainly includes such aspects of education effect as assessing the achievement of education goals, the appropriateness of education content and education method, the interaction between educators and the educatee and the improvement of the educatee in their ideological and moral level.

The assessment of ideological and political education can be divided into periodic assessment and summative assessment, and can be also divided into quality assessment and quantity assessment. There is problem of excessive subjectivity for both periodic assessment and overall assessment, in which the educators mainly play the role of assessors and periodical assessment is isolated and unrelated to the link before or after. Recessive effect is likely to be overlooked when it comes to quality assessment while indirect effect is easily neglected in quantity assessment, which cause inaccurate assessing results.

In the periodic assessment, attention should be paid to the connection between the stages and the assessment should be conducted both independently and unitedly. Assessing mechanism covering the educators, the educatee and the third party in periodical and summative assessment. In both quality assessment and quantity assessment, dominant, indirect and long-term effect should be
given adequate consideration so that the assessment can be conducted comprehensively and objectively from different aspects and on different levels.

Summary

In the process of ideological and political education, to figure the potential problem in different links and propose control measures so as to push forward the development and improvement of ideological and political education is conducive to the realization of education goals.

The ideological and political education under the guidance of Marxism is a leading and fundamental project of the construction of socialist spiritual civilization. Determined by social economic foundation and for its service in return, it is the central link of socialist spiritual civilization construction. It is of vital importance to accurately grasp the status of ideological and political education in the construction of spiritual civilization and give full play to its role.

References


