Dialogue—The Understanding Model of Modern Ideological and Political Education

Yi Li¹,a

¹Northwestern Polytechnical University, Xi'an 710072, PR China

alizlee@163.com

*Yi Li

Keywords: questioning education, dialogue, ideological and political education.

Abstract. The relationship between subject and object is absolute in teaching under the traditional teaching models, such as “teaching”, “the view of saving education” and other models, however, modern ideological and political education is gradually moving towards the implementation of “dialogue teaching”. Through analyzing the oppressed education of education, this paper expounds the reasons of enslaving education and how to turn from the enslavement education to question education, ultimately liberating consciousness. In the teaching process of ideological and political theory, taking proactive teaching model of dialogue will be helpful for educators to fully implement the concept of education based on students, which is helpful to cultivate the innovative spirit of teachers and students and improve their comprehensive ability.

Introduction

The dialogue of ideological and political education is undoubtedly a modern proposition. On the whole, the dialogue of ideological and political education is the process of inserting “dialogue” into ideological and political education in the new era and it aims to improve the effect of ideological and political education so as to achieve the attempt of serving the society and educating people as well as achieve the purpose of “educating people in the dialogue and dialogue in educating people”[1]. From the specific terms, we can also understand that this is a fusion of two trends: as a growing theory point, the “dialogue” is gradually penetrate into the field of ideological and political education. Similarly, the modern ideological and political education is also looking for a new understanding mode constantly.

1. Democratic Education towards Liberation

All the actions that hinder people from becoming more perfect are called “oppression”. Education is the same process of the two sides of social contradictions, and its ultimate goal is the common liberation of both sides.

1.1 Education is politics—the dual nature of the oppressed

Based on the politics of education, on the political platform of educational platform, the “oppressors” is to transfer ideology of sovereign state, and kill the “teachers” in the local culture of Brazil, While “oppressed” is the “students” to accept the suzerain thought in Brazil[2] Gradually expanding the scope of oppression, further narrowing the scope of educational activities, and taking more attention to the relationship between teachers and students in education transforms the “oppressors” into omniscient educators with authoritative knowledge while unilaterally the “oppressed” is absolutely regarded as the students who are ignorant and passive to accept knowledge[3] further reducing the connotation of the two core concepts, and expending its extension and throughout the traditional educational concepts and models in the world, it is not difficult to find that in the context of traditional education, education is a kind of saving behavior. Teachers or educators are always playing the role of depositors by conducting one-way teaching activities for the students as “custodian” and instilling teaching methods. For one side of the oppressors, because of its
position in the pressure of the relationship and the characteristics of consciousness, they cannot take on the mission of the liberation so that the mission of the liberation will inevitably fall on the shoulders of the oppressed. “At the same time, they are both themselves and those who oppress the oppressor”[4]. This is the dual nature of the oppressed: yearning for freedom and fear; resentment and obsession with power. The attitude of fate, the bottom oppressed by the bottom, looking down on themselves and other characteristics are the image of the dual nature of the oppressed.

1.2 Dehumanizing Existence of Enslavement Education—Lack of “Speech”

The current education will be the object of education, and the relationship between the subject changed to the subject and object. The educated is ruled by the target, knowledge and content, and all evaluation are used as criteria. In the specific practice the educated don’t need to actively participate but according to the fixed requirements to perform, to seek a breakthrough in the education content. Communication is the collective aphasia state and it is also an important reason for the current ideological and political education of the poor. Preset binary is the opposite of the subject is not equal, and in the ideological and political education of the specific educational activities form is the main embodiment of the absolute authority of the object, the imposition of “language independent”, “cramming” or indoctrination, which shows the teachers who are on the sidelines, and students are the “silent” or “heteroglossia”. The whole landscape is showing a the lack of “speech”. As an education practice under the background of modern time, the ideological and political education also did not jump out of the fact and the value of binary landscape, and detach from the essence of value, and from the “people” of the true purpose.

1.3 Dialogue -- the Return of Critical Consciousness

The formation of critical consciousness is not an accidental process, but closely link with the development of human history, and only the critical consciousness is associated with reality, and only the critical consciousness is practical. Both the oppressor and the oppressed have lost their humanity, which is not only an obstacle to understanding, but also an obstacle to liberation. In essence, education should make people humanized or become more perfect. As the opposite of domestication education, liberation education is characterized by the democratic nature of education, including the equality of learning opportunities, democratic management, democratic evaluation of education and equality between teachers and students. In order to liberate people’s thinking, the cultivation of critical awareness, Freire proposes questioning education. Under this kind of education, teachers and students have established an equal dialogue platform. The dialogue of ideological and political education refers to reach a consensus for ideological, political, moral and other ideological and political education content enhance the value and quality of individual life by using language and nonverbal communication and through communication and interaction in the process of ideological and political education and the main body of both the educator and the educated is on the basis of equality. This kind of dialogue teaching is a process of mutual communication, emphasizing the teaching of parallelism, exploring the teaching and the teaching of internal initiative, which can stimulate students’ thoughts and cultivate their innovative spirit. Therefore, from the perspective of connotation, modern ideological and political education dialogue is the interaction and interaction of cognition and emotion. From the perspective of extension, dialogue is the understanding and dissemination of the content of ideological and political education.

2. Political Action and Cultural Revolution—Dialogue and Cooperation

Dialogue means the equal relationship between the two sides of the main body in the form. In content, the core element of dialogue is the word. But not all words are true, the real word must includes two aspects: reflection and action.

2.1 The process of Educational Content—the Investigation of “Generative Theme”

For educators, looking for the real word means finding the educational content of the project. The content of the education project consists of the generative theme. As the unit of the content of the education project, the theme is not established in advance, but is found in the reality as the medium and the object of investigation and in the communication with people. In other words, the content of
the investigation is generated in the course of the investigation. The object of the investigation is not
the person, but the reality, and it is the language that people describe the reality, as well as the
understanding and view of the real world. The process of creating the subject investigation is the
process of promoting the transformation of consciousness. Through the investigation of the formation
of the theme, it involves the understanding of people’s world view: the understanding of
understanding, which contains a reflection. At the same time, the theme of the generation contains a
limited situation, and once the situation is seen as an obstacle to the liberation of the individual, these
situations will emerge from the background, and its hidden tasks need to take action to challenge the
situation.

2.2 Critical Intervention without Ideological

The duality of the oppressed will make them more likely to participate in the spirit of revenge
rather than liberation. The revolution will be reduced to the means of seizing power, not the path to
liberation. Therefore, it is necessary for the oppressed to set up a theory of action, that is, the theory of
revolutionary action. Cooperation is the primary feature of the theory of dialogue action. The main
to bodies cooperate with each other and name as well as transform the world by dialogue. Cooperation
means to be united for liberation. In order to achieve the unity of the oppressed, it is necessary to take
a kind of cultural action to carry out critical intervention and this kind of cultural action need to be
without ideological. Finally, the individual consciousness of the oppressed enters into the
consciousness of the oppressed class, which must be organized. As another feature of the theory of
dialogue action, the organization is not only opposed to dictatorship, but also against indulgence, and
it admit authority and freedom. True authority is maintained by empowerment or by unanimous
support. Only under the circumstance of “freedom to authority”[5] can authority avoid conflict with
freedom. The last feature of the theory of dialogue action is cultural synthesis. In the synthesis of
culture, the more complex and profound knowledge of revolutionary leaders is transformed from the
knowledge gained from practical experience, and the latter is improved by the former. Only in the
cultural synthesis, it is possible to solve the contradiction of world outlook between the leaders and
the people and enrich both sides outlook view. The investigation of generative theme is the starting
point of cultural synthesis.

2.3 Ideological and Political Education Dialogue from Theoretical World to Living World

The dialogue of modern ideological and political education is not only a “conceptual existence”,
but also it is a process of “from owning none to owning all”[6]. It is an essential understanding for the
dialogue of modern ideological and political education and it is also the understanding for modern
ideological and political education. With the change of the situation at home and abroad, the reality of
the dialogue of modern ideological and political education is undergoing profound changes. Different
from the theoretical world of one-dimensional, closed, and abstract symbols, living world is a real
dynamic world which is natural, related to the realistic culture, open, inter subjective and lively and it
is a transcendental place for the dialogue between the educator and the educated, and also is the inner
spiritual home of the people. Communication and dialogue both are the essential characteristics of
society. Communication is a dialogue, and a broad dialogue involves communication. The dialogue
of Ideological and political education must show the life itself through life world rather than instilling
the ethical norms initially to the individual world to plan the individual’s life. As a living person, the
generation of the virtue of the educated comes from life, from the dialogue with other living beings in
life. The dialogue of modern ideological and political education is a kind of dialogue life, which is to
cultivate a sense of life and attitude towards life.

3. Moving towards the Era of Dialogue and Communication

The dialogue contains rich philosophical thoughts and the thought of democratic practice. Dialogue is the way of human existence, is an important means of human nature, is a symbol of life,
and is the motivation to become a better man; dialogue is a sign of democratic relations between
teachers and students, of course, it is also the key to democratic teaching.
3.1 The Adaptability of Ideological and Political Education Transform to the Generativity

The traditional education enables students to adapt to the social inequality and their status in the society, and obey the authority; while liberation pedagogy encourages students to question their reality and the knowledge provided by others, to explore, to create their own future. Education is essentially a means of socialization, rather than a shackle. But in the educational purpose pedigree of “Social standard -- ethical standard -- living standard -- cultural standard -- personality standard -- individual standard”[7], social standard has always been dominant but the educational goal of “individual”, such as “generative” and “developmental”, is gradually marginalized.

The goal of modern ideological and political education should make the educated person become a living person who has perfect personality, rich inner world, positive and optimistic attitude, and full of passion and vitality of life. In the past, with the guidance of “to be a talent person”, ideological and political education forgets the initial purpose of “becoming a good person”. [8] The dialogue of modern ideological and political education requires not only to be a talent, but also to be a good person. It is an important method and means for becoming a good person from becoming a talent person. In the process of the transformation of the educational concept from the personnel to the common people, the educated will become the active learner and the constructor. Dialogue education takes the role of the educated as the active constructor and the active learner is based on the scientific understanding of the individual as the educated person. An educated person is not pure and immutable. In the process of the transformation of the educational concept from the personnel to the common people, educators and educated must open their hearts, change themselves, pay attention to communication.

3.2 The Liberation of People in Ideological and Political Education—A New Type of Teacher-Student Relationship

In the class teaching, teachers are not equal to knowledge itself. No matter what kind of methods to be adopted to spread knowledge, the main form of communication between teachers and students is a broad dialogue. Education is the interaction activity between teachers and students and this activity should not be regularity and certainty. Real learning is a process of active construction and passive knowledge grafting is neither systematic nor firm. The communication between teachers and students is not the student’s understanding for teachers, but the common understanding of knowledge from teachers and students. In the real teaching, the teacher does not materialize into the embodiment of knowledge, students also do not have the knowledge into the container. In fact, teachers and students face the experience of human life -- facts and knowledge. Therefore, the teaching process must be a process of dialogue between teachers and students. In a broader sense, education is not only the dialogue between teachers and students, but also the dialogue between the previous generation and the next generation, the dialogue between history and reality, and the dialogue between the historical experience and the individual.

The dialogue of ideological and political education should set up educational dialogue situation. Firstly, setting the dialogue situation with critical spirit, and educators and educated should go out of text worship in the ideological and political education to suspect boldly and to think in doubt and talk in thought. Secondly, setting the dialogue situation with practical spirit and form a good atmosphere of dialogue, and create a good ideological and political education dialogue; thirdly, setting the dialogue situation with brainstorm idea. In the dialogue of ideological and political education, educators and educated person have to open their minds and put aside their prejudices to talk. In the transformation process of idea of ideological and political education, it is necessary to construct a new “I -- you” dialogue relationship between the educator and the educated person. The interaction and cooperation between teachers and students in teaching not only exist between the educator and the educated person, but also between the educated person and the educated person. The relationship of “I -- you” is an innovation of ideological and political education, which embodies the true meaning of the relationship between the educator and the educated person. In traditional education, the relationship between the educator and the educated person often presents the characteristics of binary opposition: “take the educators as center” or “take the educated person as center”[9], which make the
relationship between the educator and the educated go to an extreme. The dialogue of ideological and political education advocates that the relationship between the educator and the educated is a kind of “I -- you” relationship.

In fact, teaching and learning is not activities which is not related to teachers and students, and itself is the real life of teachers and students. From the essence, teaching is the process of communication and the activity of dialogue and the process that teachers and students create meaning in communication and communication through dialogue. As Freire said “The greatness of the oppressed is to liberate the oppressed and let the two sides feel the beauty of human nature”[10]. The most important thing is to improve the relationship between teachers and students is to take the students as the center, and teachers need full cooperation so that achieve the transformation of teaching paradigm and move forward the era of communication and dialogue.

Conclusion

In the information society, the traditional one-way broadcast education method is becoming more and more uncomfortable and as the basic nature of information society, dialogue is a kind of educational idea and method that matches the information society. Ideological and political education of dialogue model has become a trend and for some time in the future, the dialogue style of ideological and political education methods and traditional indoctrination methods coexist. However, as time goes on, dialogue and communication will become the mainstream ideas and methods of ideological and political education. Helping the educated person to form social values and promoting the enrichment and development of ideological and political education can maximize the effect and influence the concept of life, world outlook, political outlook, moral values of educated person and influence the thought so as to achieve the purpose of education only by innovating methods and strengthening the dialogue between the educators and the educated person. As mankind entering an era of universal dialogue, dialogue and communication will become the new norm of ideological and political education, and the way and means of dialogue will be enriched.

Acknowledgement

This research was financially supported by the National Science Foundation.

References