

Research on the Path of Integrating Marx's Educational View into the Teaching of Ideological and Political Courses in Colleges and Universities

Zixiong Yue^{1*}

¹ Nanjing University of Finance and Economics, Nanjing, Jiangsu, China

Email Address

15850645793@163.com (Zixiong Yue)

*Correspondence: 15850645793@163.com

Received: 14 August 2023; **Accepted:** 12 September 2023; **Published:** 17 October 2023

Abstract:

This paper aims to investigate how Marx's educational perspective can be integrated into the teaching of ideological and political theory courses in universities, in order to improve the quality and effectiveness of ideological and political education. Through literature review, case analysis, and expert interviews, the core theories of Marx's educational perspective and its value in university ideological and political education are expounded. At the same time, implementation pathways and methods are proposed, including planning curriculum content and teaching approaches, cultivating the professional competence of teacher teams, and creating a favorable educational environment. Finally, this paper evaluates the effectiveness of integrating Marx's educational perspective into the teaching of ideological and political theory courses in universities through an evaluation of the implementation outcomes. The research results show that through effective pathways and methods, the quality and effectiveness of ideological and political education can be improved, further promoting students' comprehensive development.

Keywords:

Marxian View of Education, Teaching Civics In Higher Education, Path Analysis

1. Introduction

Ideological and political education in universities is an important means to cultivate students' correct outlook on life, worldview, and values. It holds significant significance for the comprehensive development of students and social progress. In the current complex and ever-changing social context, how to effectively integrate Marx's educational perspective becomes a key issue in enhancing the quality of ideological and political education and deepening students' ideological understanding. As an educational concept based on Marxism, Marx's educational perspective emphasizes the comprehensive development and free creation of individuals, providing important theoretical guidance for the teaching of ideological and political theory courses in universities. This paper aims to explore the analysis of pathways for

integrating Marx's educational perspective into the teaching of ideological and political theory courses in universities. By studying relevant literature, understanding the core theories of Marx's educational perspective, and exploring its value and significance in university ideological and political education. In order to implement Marx's educational perspective concretely, this paper will discuss the planning of curriculum content and teaching approaches, the cultivation of the professional competence of teacher teams, and the establishment of a good educational environment as specific pathways. Through in-depth research and exploration, this paper aims to provide thinking and references for ideological and political education in universities, and promote the reform and development of ideological and political theory courses. It is hoped that this research can provide a new perspective and pathway for ideological and political education in universities, enhance the quality of ideological and political education, and cultivate outstanding talents with a sense of social responsibility and innovation capabilities.

2. Introduction to the Marxian View of Education

2.1. Core theories of Marx's view of education

The core theories of Marx's educational perspective mainly include historical materialism, dialectical materialism, and the theory of practice. These theories form the foundation of the Marxist educational perspective and play an important guiding role in the implementation of ideological and political theory courses in universities. Historical materialism emphasizes the dialectical laws of historical development and holds that ideological concepts are generated and developed under specific social and historical conditions, closely related to the social and economic foundation. In the teaching of ideological and political theory courses in universities, historical materialism inspires students to focus on the historical process of social development, understand the root causes and evolution of social issues, and find solutions to these problems. Dialectical materialism views the world as driven by the contradictory unity of opposites. In education, dialectical materialism encourages students to analyze problems, study contradictions, and develop the ability to identify the driving force and turning points in these contradictions. This mode of thinking is applicable in the teaching of ideological and political theory courses in universities, helping students recognize social contradictions, develop critical thinking skills, and cultivate problem-solving abilities. The theory of practice regards practice as the source of knowledge and the criterion for testing. In Marx's educational perspective, education is integrated with practical activities. The teaching of ideological and political theory courses in universities should encourage students to participate in social practice, allowing them to test and enrich their own ideological understanding through firsthand experience. Practice activities not only enrich the content of education but also provide students with opportunities to develop practical skills and a sense of social responsibility. The core theories of Marx's educational perspective provide rich intellectual resources and methodologies for the teaching of ideological and political theory courses in universities, helping students establish correct outlooks on life, worldview, and values. By incorporating these theories into teaching, not only can students' thinking and creativity be stimulated, but they can also gain a better understanding of and contribute to solving social problems [1].

2.2. The value of Marx's view of education in the civic education of colleges and universities

Marx's educational perspective holds significant value in university ideological and political education. Firstly, it emphasizes the comprehensive development of individuals and focuses on cultivating students' overall qualities and abilities. In university ideological and political education, imparting knowledge is only a part of education; it is more important to develop students' thinking skills, innovation abilities, and practical capabilities. The concept of comprehensive human development advocated by Marx's educational perspective enables university ideological and political education to better address the developmental needs of individual students, guiding them to achieve comprehensive improvement in their thinking, abilities, and character. Secondly, Marx's educational perspective emphasizes the cultivation of critical thinking and a sense of social responsibility. University ideological and political courses should cultivate students' critical thinking skills, enabling them to think independently, analyze information, and express their viewpoints. At the same time, Marx's educational perspective also demands that students possess a sense of social responsibility, showing concern for social issues, and actively participating in social practice. In the complex and ever-changing social environment of today, this mode of thinking and value system are crucial for students' growth and development. In addition, Marx's educational perspective provides a theoretical foundation for understanding social change, helping students better grasp the essence of social phenomena and problems. University ideological and political education should not only impart disciplinary knowledge but also cultivate students' insight into social issues and analytical abilities. The theories of historical materialism and dialectical materialism in Marx's educational perspective provide students with a perspective and methodology for in-depth analysis of social problems. By studying Marx's educational perspective, students can understand the roots and evolution of social issues, and based on this understanding, actively think about approaches and strategies to solve these problems. Lastly, Marx's educational perspective encourages students to engage in practical activities and integrate theory with practice. University ideological and political education should not merely transmit knowledge but also enable students to apply what they have learned in real-life situations, enhancing their practical and innovative abilities. The theory of practice in Marx's educational perspective emphasizes the importance of practice in cognition, encouraging students to test and enrich their ideological understanding through practical experience. In university ideological and political teaching, integrating Marx's educational perspective into practical activities can cultivate students' practical abilities, teamwork spirit, and social responsibility, enabling them to effectively respond to various challenges and problems in practical life. In conclusion, the value of Marx's educational perspective in university ideological and political education cannot be underestimated. Its emphasis on comprehensive human development, cultivation of critical thinking, and a sense of social responsibility provides important guidance and references for university ideological and political education. By organically integrating Marx's educational perspective into university ideological and political teaching, the quality and effectiveness of education can be improved, and outstanding talents with comprehensive qualities and a sense of social responsibility can be cultivated [2].

3. Analysis of the Path of Integrating the Marxian View of Education into the Teaching of Civics Courses in Colleges and Universities

3.1. Planning curriculum content and teaching methods

Integrating Marx's educational perspective into university ideological and political teaching requires consideration from both course content planning and teaching methods. Firstly, in terms of planning course content, it is necessary to ensure that the curriculum fully reflects the core theories and ideas of Marx's educational perspective. The course design should cover key concepts such as historical materialism, dialectical materialism, and the theory of practice, helping students understand the historical process of society, social contradictions, and the laws of social change. At the same time, combining specific social phenomena and problems, students should be guided to apply the analytical perspectives and methods of Marxism, deeply reflecting on strategies to solve these problems. Secondly, in terms of teaching methods, innovative and diverse teaching approaches are needed to enable students to actively participate in learning and develop their thinking abilities. Teachers can guide students in a deep understanding of the core theories of Marx's educational perspective through teaching classic works and relevant literature. Moreover, interactive teaching methods such as case analysis, discussions, and group activities can be employed to stimulate students' thinking and encourage them to think independently and dialectically analyze problems. Additionally, teachers can organize practical activities for students to test and enrich their understanding of Marxist ideology through practice. In order to successfully implement the teaching methods of Marx's educational perspective, it is important to cultivate the professional competence and professional ethics of the teaching team. Teachers should possess a solid foundation in Marxist theory, be familiar with the core content of Marx's educational perspective, and be able to integrate it into teaching practice. Additionally, teachers should have good teaching abilities and be skilled in using various teaching methods and approaches to stimulate students' interests and enthusiasm for learning. Furthermore, teachers should pay attention to their professional ethics, leading by example and guiding students to form correct values and moral perspectives [3]. Lastly, constructing a favorable educational environment is crucial for implementing Marx's educational perspective. Universities should provide a positive learning atmosphere, create a free and open academic environment, and encourage students to think actively and explore. Moreover, schools should focus on the allocation of educational resources, providing sufficient teaching resources and support for ideological and political courses, and creating favorable conditions for teaching and learning. In conclusion, integrating Marx's educational perspective into university ideological and political teaching requires efforts in course content planning and teaching methods. Through designing an expanded curriculum, utilizing diverse teaching methods, fostering the professional competence and professional ethics of the teaching team, and creating a favorable educational environment, the implementation and application of Marx's educational perspective in university ideological and political education can be effectively promoted. This will enhance the quality and effectiveness of ideological and political education and cultivate new-era talents with comprehensive qualities and a sense of social responsibility.

3.2. Developing the professionalism of the teaching staff

Nowadays, it is necessary to cultivate the professional competence of the teaching team, enabling them to have a deep understanding and application of Marx's educational perspective. Firstly, teachers should have a solid foundation in Marxist theory. They need to have a comprehensive and accurate understanding of the basic principles and core theories of Marxism, including historical materialism, dialectical materialism, and the theory of practice. Mastering these theories is not only a

requirement for professional knowledge but also the basis for teachers to accurately impart them to students. Secondly, teachers should also understand the specific content and ideological connotations of Marx's educational perspective. Through in-depth study of relevant literature and works, they need to grasp the core theories of Marx's educational perspective and understand its application and significance in higher education ideological and political teaching. Only with a deep understanding of Marx's educational perspective can teachers better integrate it into their teaching practice. At the same time, teachers should possess excellent teaching abilities. They need to have good classroom teaching skills and be adept at using various teaching methods and approaches to stimulate students' interest in learning and thinking abilities. Rich teaching experience can assist teachers in effectively combining the theories of Marx's educational perspective with concrete examples, allowing students to have a more intuitive understanding and appreciation. Furthermore, the teaching team should also focus on their own learning and growth. They should maintain a continuous learning and updating awareness, pay attention to the latest developments and research achievements in the field of education and teaching, continuously enhance their professional competence and teaching abilities. By participating in academic seminars, teaching training, and exchange activities, teachers can engage in in-depth discussions and exchanges with their peers, continuously sharpening their professional competence. Finally, the teaching team should also pay attention to cultivating their professional ethics, establishing the correct direction in educational practice. They should lead by example, uphold good professional ethics and educational ethics, and prioritize students' comprehensive development and individual cultivation. Through their words and actions, teachers can establish a correct understanding of Marx's educational perspective in students' minds, nurturing their correct outlook on life, worldview, and values. In summary, the professional competence of the teaching team is crucial in integrating Marx's educational perspective into university ideological and political teaching. They need to have a solid foundation in Marxist theory, a deep understanding of the core content of Marx's educational perspective, as well as good teaching abilities and professional ethics. Through continuous learning and growth, the teaching team can better apply the theoretical guidance of Marx's educational perspective, improve the quality and effectiveness of ideological and political teaching, and cultivate outstanding talents with comprehensive qualities and a sense of social responsibility [4].

3.3. Building a sound educational environment

To integrate Marx's educational perspective into the teaching of ideological and political courses in universities, establishing a good educational environment is crucial. A positive and supportive learning atmosphere with teaching conditions that align with the characteristics of ideological and political education is essential. Firstly, schools should create a free and open academic environment. Ideological and political education emphasizes students' thinking and independent opinions, requiring ample academic freedom that encourages students to express their views and challenge existing ways of thinking. Schools should encourage students to engage in independent thinking, respect their innovative spirit, and academic pursuits. Additionally, schools should provide diverse academic resources and platforms, such as academic lectures and exchange meetings, to offer students broad academic perspectives and learning opportunities. Secondly, schools should optimize the allocation of teaching resources. Ideological and political teaching requires ample teaching resources, including textbooks, teaching materials, multimedia devices, and

library collections. Schools can strengthen the development and compilation of ideological and political course materials to align with the core content of Marx's educational perspective and meet students' learning needs. Additionally, schools can enhance the development of libraries and electronic resources to provide a wealth of learning materials for students. Furthermore, schools should focus on the construction and cultivation of the teaching staff. Ideological and political teaching requires teachers with profound professional competence and educational abilities. Schools can enhance teachers' teaching levels and ideological and political teaching abilities by introducing excellent ideological and political scholars and organizing teaching training and exchange activities. Simultaneously, schools can establish dedicated teacher training institutions or educational research centers to provide continuous learning and growth opportunities for teachers, guiding them in updating their educational concepts and teaching approaches. At the same time, schools should strengthen the management and evaluation of ideological and political teaching. As an important part of cultivating students' comprehensive qualities and values, ideological and political teaching should receive support from corresponding management and evaluation systems. Schools can establish a sound teaching evaluation mechanism to regularly assess and inspect ideological and political teaching, ensuring teaching quality and effectiveness. Additionally, schools should strengthen the construction of teachers' professional ethics and teaching style, rectify any unfavorable phenomena in education, and create a favorable educational atmosphere. In conclusion, establishing a good educational environment is of great significance in integrating Marx's educational perspective into the teaching of ideological and political courses in universities. Schools can create a free and open academic environment, optimize the allocation of teaching resources, cultivate an excellent teaching team, and enhance the management and evaluation of ideological and political teaching [5]. This will provide students with favorable learning conditions and development platforms, facilitating the in-depth development of ideological and political education and nurturing new era talents with comprehensive qualities and a sense of social responsibility.

4. Conclusions

It is crucial to create a good educational environment in the process of integrating Marx's educational perspective into the teaching of ideological and political courses in universities. By creating a free and open academic environment, optimizing the allocation of teaching resources, cultivating an excellent teaching team, and strengthening the management and evaluation of ideological and political teaching, we can provide students with a positive learning atmosphere and teaching conditions that align with the characteristics of ideological and political education. Through these efforts, we can better integrate Marx's educational perspective into the teaching of ideological and political courses in universities and cultivate new era talents with comprehensive qualities and a sense of social responsibility. These talents will have a solid foundation in ideological theory, independent thinking ability, and innovation capability, enabling them to make positive contributions to social progress and development. Let us work together to provide better support and guarantee for the improvement of the teaching quality of ideological and political courses in universities and the development of students. By continuously improving teaching methods, strengthening teacher training and academic research, we can enhance the quality and effectiveness of ideological and political education and make greater contributions to the growth and future of students.

References

- [1] Qi, Z.; Liu, Y.; Chen C. The Role of Marx's Theory of Belief Psychological Identification in Improving Sports Efficiency. *Revista de Psicología del Deporte (Journal of Sport Psychology)*, 2023, 32(1), 120-128.
- [2] HKahne, J, Chi, B.; Middaugh, E. Building social capital for civic and political engagement: The potential of high-school civics courses. *Canadian Journal of Education/Revue canadienne de l'éducation*, 2006, 387-409.
- [3] Giersch, J.; Dong, C. Required civics courses, civics exams, and voter turnout. *The Social Science Journal*, 2018, 55(2), 160-170.
- [4] Journell, W.; Beeson, M.W.; Ayers, C.A. Learning to think politically: Toward more complete disciplinary knowledge in civics and government courses. *Theory & Research in Social Education*, 2015, 43(1), 28-67.
- [5] Azeri, S. Evald Ilyenkov's Marxian Critique of Epistemology and Education. *Science & Society*, 2020, 84(3), 342-368.



© 2023 by the author(s); licensee International Technology and Science Publications (ITS), this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (<http://creativecommons.org/licenses/by/4.0/>)