

Connotation of Ideological and Political Education's Category From a Philosophical Perspective

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Supported by Humanities and Social Science Research Youth Fund Projects of Ministry of Education: Category and Its System Construction Research of Ideological and Political Education (No. 12YJC710028).

Received 3 August 2013; accepted 2 November 2013

Abstract

The research and development of category of ideology and politics pedagogy must be based on its framing and illumination of the connotation. In this sense, from the theoretical perspective of Marxist philosophy, this article focuses on the simple but basic analysis and research of the category of the ideology and politics pedagogy in terms of such four aspects as "regulation of existence", "knot of cognition", "rationality of practice" as well as "necessity of historical logic". It is believed by the writer that this paper will lay good foundation for the "reduction of values", and facilitate the achievement of "discipline rationality" and the purpose of practice.

Key words: Philosophical perspective; Category; Ideology and politics pedagogy; Explanation of connotation

LI Changsong (2013). Connotation of Ideological and Political Education's Category From a Philosophical Perspective. *Higher Education of Social Science*, 5(3), 7-13. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/j.hess.1927024020130503.2966>
DOI: <http://dx.doi.org/10.3968/j.hess.1927024020130503.2966>

INTRODUCTION

Category is the reflection of human thinking on the essence of things. Ideology and politics pedagogy category is a basic concept as a whole to reflect and summarize

the essential properties and basic concepts of ideological and political education as well as universal relations. Besides, it is the periodic theoretical results on the basis of ideological and political education practice; moreover, it is the logic instrument of knowing and grasping ideological and political education theory and practice. For the above reasons, the research of ideology and politics pedagogy category's connotation is prerequisite of the research on and development of ideological and political education category. In order to understand and grasp the connotation of ideology and politics pedagogy category more concretely and to make the ideological and political education category research built on a more clear and strong theoretical basis, this article, from the perspective of Marxist philosophy, systematically analyzed and explained the profound connotation of ideological and political education category from the following four aspects: "regulation of existence", "knot of recognition", "rationality of practice" and "necessity of historical logic". It is held that this paper is helpful to offset the shortage and errors of ideological and political education research and to extend and expand the scientific connotation of ideological and political education category.

1. REGULATION OF EXISTENCE: THE ESSENTIAL REFLECTION OF IDEOLOGY AND POLITICS PEDAGOGY'S CATEGORY

Marxist philosophy believes that category is the inner regulation on the essence of things by human's thoughts, which depends on things' own characteristics and relationship, centrally reflects the essence and regulations of things and it is the scientific precondition of all theory and rules. In the discipline of ideology and politics pedagogy, ideological and political education category expresses the essential relationship and regulations of

ideological and political education field in the form of its logical way. It is the simplification and regulation of objective existence of ideological and political education and it is also the internal basis and value of realizing the independent and scientific development of ideology and politics pedagogy discipline.

1.1 Rational Regulation of Ideological and Political Education and Its Relationship

Ideology and politics pedagogy category is a theoretical result obtained in the process of knowing and revealing the essence, characteristics and relevant relationships of ideological and political education. As a theoretical result of logical thinking, ideology and politics pedagogy category not only has its subjective form but also has its objective content. "The reflection form of nature in the understanding of people is concept, laws and category, etc." (*The collected works of Lenin, Volume 55*, 1990, p.152). "The concept of people is subjective in the terms of its abstractness and divisibility while it is objective in the terms of its entirety, process, sum, trend and source" (*The collected works of Lenin, Volume 55*, 1990, p.178). The ideology and politics pedagogy category originates in the objective reality of ideological and political education activities. It is the exact analysis and rational process of experience in ideological and political education. What is more, with the features of abstractness and summary, it is the exact expression and rational stipulation of the essence, characteristics and laws through practicing in the movement conversion and universal relation. With regard to the form, it is a general form of logical thinking; from the perspective of content; it indicates the ideological and political education existence itself and its all relations and nature. Therefore, while possessing its logical meaning, ideology and politics pedagogy category also reflects the real existence and value standards with its own different types and inner relationships, which embodies the rational rules of ideological and political education existence itself and its relations. It is just based on this rational rules that ideology and politics pedagogy category becomes the "ladder" and "knot" of people's cognitive process to ideological and political education, which realizes the unification of "existence of reality" and "rational regulation" on the basis of ideological and political education practice.

1.2 Foundation and Bridge of Ideology and Politics Pedagogy's Independent Existence and Development

The establishment, development and construction of ideological and political education discipline are based on certain and corresponding ideology and politics pedagogy category. Ideology and politics pedagogy category is the scientific generalization and theoretical sublimation of ample ideological and political education experience and facts; it is the exact explanation and basic unit of ideology and politics pedagogic theory;

it is not only the logical starting and supporting point of discipline theory's formation and development but also the important factor of realizing discipline's independence, promoting the discipline features and strengthening the discipline development. The ideology and politics pedagogy category "provides modern ideological and political education's discipline theory with thinking form" (Xu, 2006, p.178); it is the "knot" connecting the whole ideological and political education discipline theory net. Furthermore, it is the foundation of establishing the discipline theory system, and also the bricks to drive the upgrading, expanding and improvement of the theoretical content of ideological and political education discipline. Therefore, it occupies a central position in the system of ideological and political education discipline, "which is nothing more than the connotation's explanation of the ideology and politics pedagogy category as well as the embodiment of the denotation" (Zhang, 2006, p.8). The functions of ideology and politics pedagogy category such as creation, derivation and construction can not only promote the formation of the research methods of ideology and politics pedagogy and formulate the establishment of ideological and political education's disciplinary values, it can also influence the potential of disciplinary development and space expanding, even controlling the tendency and changes of the disciplinary theory.

Ideology and politics pedagogy category is the basic theoretical symbol of ideology and politics pedagogy becoming a discipline, and it is the foundation of ideological and political education discipline theory and the bridge leading to deep academic research. Therefore, ideological and political education discipline is not likely to be established, matured and perfected without it.

1.3 Inherent Requirement and the Main Representation of the Ideological and Political Education Towards Science

As a modern discipline, ideological and political education follows the general regulation of discipline development and construction, whose process is becoming more and more specialized and normalized. In this sense, it could be seen that it continues to pursue its own scientific form, in other words, it is undergoing a scientific process. The scientific nature of the ideological and political education is not only characterized as specific research object, the matching research method, the unique fundamental problem and the scientific theory system, and the interpretation effect and function based on its reality. More importantly, the scientific performance and achievement of ideological and political education has a close relationship with scientific and reasonable ideological and political education and its system construction, because "in the range of subjects involving human thinking and scientific knowledge, category has been a kind of object needed to be built and improved

constantly” (Yu, 2011, p.21). Ideology and politics pedagogy category is the necessary and significant concept of ideological and political education discipline to express scientific principles, content and regulations, whose scientific features are originated from the logical examination on the objective existence and the rational sublimation on subjective understanding of ideological and political education. To strengthen the Ideology and politics pedagogy category research, scholars can not only effectively accumulate disciplinary knowledge by summarizing discipline theory achievement, meanwhile, it can also excavate and expand the theoretical problems in the discipline construction, so as to have a deeper, wider and more scientific understanding on ideological and political education theory and reality. Therefore, in the process of the modern and scientific construction and development of ideological and political education, the gradual normalization and scientification of the research on category and its system construction of ideological and political education has increasingly become the inherent requirement and main representation of the scientific construction and development of ideological and political education.

2. KNOT OF RECOGNITION: THE LOGICAL TOOL FOR THEORETICAL THINKING ON IDEOLOGICAL AND POLITICAL EDUCATION THEORY THINKING

According to the Marxist philosophy, category is to “remember” people’s thoughts about the nature and characteristics of objects in practice, which has such function as cognition, expression, and narration. People can better observe and understand things by using different “classified” category comprehensively and exactly. Ideological and political education category is the most general abstraction and understanding of human beings’ thinking about the essential relationship of ideological and political education. It is the cell and mediation of scientific theory on ideological and political education. It is not only the logical starting point of the formation of a discipline theory, but also a crucial carrier for carrying disciplinary information, expanding disciplines theory, and constructing the system of discipline, being our necessary form of thinking and logical tools to understand and develop ideological and political education.

2.1 Logical Starting Point of the Formation and Development Of Ideological and Political Education Theory

Ideology and politics pedagogy category is the most simple and common regulation about the essential relationship of ideological and political education and the most direct and basic unit to establish and study ideological and political education. As the logical

starting point of a discipline theory formation and development, it goes throughout the whole process of theory development. On the one hand, ideology and politics pedagogy category is playing the significant role of cognition, expression, explanation about the coincidence between theoretical laws and the practice with its own unique logical thinking form, thus becoming the logical starting point of understanding and grasping a discipline theory. There was no possibility in arguing about the theoretical thinking, recognition and scientific statement of ideological and political education without it. Moreover, its development, maturity and enrichment indicate the improvement of people’s understanding and mastering the ideological and political education. It is also a crucial tool of thinking for researching the ideological and political education theory. On the other hand, ideology and politics pedagogy category has turned to be a network connecting and forming ideological and political education discipline theory in the form of “knot”. Ideology and politics pedagogy category, showing a strong instrumental rationality, becomes an important entry point of the theoretical system of ideological and political education to push the constructing and consummating of ideological and political education system through its special reproductive ability, expansiveness and constructiveness. The workers of ideological and political education theory should be fully aware of the instrumental value of ideology and politics pedagogy category, and regard it as the logical starting point, applying category scientifically to discipline theory development and construction to promote the discipline theory generation and system improvement. With proper judgment, correct reasoning and logical construction in discipline theory research, they can better grasp and apply regulations to practice activities.

2.2 “Powerful Word” and “Discourse Carrier” of Ideological and Political Education Theory

Any thought and theory are in need of “words” or “discourses” to express themselves. As the “powerful word” and “discourse carrier” to reflect and generate the essential link in ideological and political education theory, ideology and politics pedagogy category is to “remember” the ideological and political education theory, whose emergence, existence and combination are the necessary logical tools to analyze, narrate and construct the system and content of the discipline theory. On the one hand, as the “powerful word” in the discipline theory, ideology and politics pedagogy category contains plentiful theoretical composition. Known as the “knot” of ideological and political education theory thinking, it is the specific expression about theorization of ideological and political education experience, which plays a significant role to convey the information and express the content of discipline theory. Its application and expression has a close relationship with the new theories,

new ideas and new methods in ideological and political education field. On the other hand, as the “discourse carrier” of ideological and political education theory, it is the theoretical results gained in the process where people abstract and summarize practical experience of ideological and political education and the related factors from various aspects. Its type, content and relationship convey theoretical factors and discourse information dominated by ideological and political education practice and in the spirit of the time, becoming the concrete expression form of ideological and political education theory. People can apply this special function to the innovation and construction of theoretical formation and to the framework system of ideological and political education in different period and stages. In so many aspects of the discipline construction of ideological and political education, the research and construction of ideology and politics pedagogy category sustain great responsibilities to build narrative methods and construct the discourse carrier of ideological and political education theory.

2.3 Important Methods and Means to Build the Innovative System of Ideological and Political Education

Category is not only known as results through knowledge, but also the means to transform the world and solve the problem, “which has its significance to promote or orientate the development of new ideas” (Cheng, 1985, p.41). Ideology and politics pedagogy category is an internalized, accumulative and summarized scientific theoretical achievement on the basis of practice, and also the basic concept and logical way of thinking for exactly-defined ideological political education. As the breakthrough and point cut to innovate and deepen the ideological and political education theory, it is reflected in the system of the theoretical theory in the form of “knot” and “net”. Owing to its powerful capacity of innovation, derivation and construction in discipline theory, ideology and politics pedagogy category must have the ability to apply logical reasoning, deduction to promoting and expanding its own category system, at the same time, constantly building and perfecting the branch of the discipline theory system, enhancing the development and perfection of the system of ideological and political education discipline theory. In this sense, it is the vital ways and means to develop basic theory and construct the discipline theory system. Along with the profound practice of ideological and political education, ideology and politics pedagogy category will also be deepened or even produce a new pattern of discipline theory in the new stage of development, thus further promoting the knowledge exploration and the development of discipline theory system. Consequently, to scientifically promote the development, construction and perfection of ideological and political education, workers on the construction and improvement of ideological and political education theory

should make great efforts to carry out categorization research and construction work in related field.

3. RATIONALITY OF PRACTICE-CREATION, VALIDATION, AND APPLICATION BASED ON THE IDEOLOGICAL AND POLITICAL EDUCATION PRACTICE

Based on the achievement of thought of the scientific understanding from human practice, category has been entrenched in human mind after repeated validation of human practice. Therefore, emphasis by Marx on the production and change of category must be rooted in the change of the existing society and real life. Ideology and politics pedagogy category is not fabricated subjectively by theorists, but is the result of the interaction between subject spirit and reality of ideological and political education. It is the abstraction and refinement from ideological and political education practice. Moreover, for its strong practical character, ideology and politics pedagogy category finally focus on promoting the development of ideological and political education theory and practice, tested, confirmed, ultimately obsoleted or evolved in the ideological and political education practice.

3.1 Practical Basis of the Creation of Ideology and Politics Pedagogy Category

“Always based on the real history, scholars should not explain the practice starting from the concept, but explain the formation of concept from the material practices” (*Selections of Marx and Engels, Volume 2*, 1995, p.92). The emergence of ideological and political education category is not isolated, but cannot do without the soil of social practice. Tracing to its source, the Communist Party’s ideological and political education is not only the established premise of discipline construction, but also the basis of practice that create and develop ideology and politics pedagogy category through abstraction and refining. What should be emphasized is that the creation of ideology and politics pedagogy category depends on infiltration and influence of related disciplines that based on practices. For being rooted in the corresponding practices of ideological and political education can the ideological and political education category attain new meaning and interpretation in the development constantly; similarly, due to reference to and study from other related disciplines with an expanding horizon, its quantity and content could be constantly enriched and perfected. The research and construction of ideology and politics pedagogy category, therefore, should necessarily go deeper into history and rich social life practices of the Part’s ideological and political education, abstracting, sifting, and refining the inside category one by one or in pairs to study and restore its clear and logical form in theory; meanwhile, the study of the ideological and

political education category can not only stay on the “content”, but should pay more attention to study the link between each category and the system combined by different categories, that is, to grasp the logical system and development bone of the ideology and politics pedagogy category from the ideological and political education practice on the whole and its history. In this way, the real purpose and value pursuit of ideology and politics pedagogy category research-to grasp the “knot of cognition” in ideological and political education will be accomplished.

3.2 Inspection and Confirmation of the Development of Ideology and Politics Pedagogy Category

Marx once said: “The solution to the mystery of theory is the task of practice and regard practice as mediation; to some extent, the real practice is a precondition of reality theory and empirical theory” (*Anthologies of Marx and Engels, Volume 10*, 2009, p.231). Only by returning to ideological and political education practice can ideology and politics pedagogy category achieve the foundation and premise for its own existence. Only by ideological and political education practice can people correctly confirm, adjust and enrich ideological and political education category and its system. Not beginning with the appearance of a logical category, ideology and politics pedagogy category is gradually fixed in humans’ consciousness in the form of logical thinking stipulation, which has experienced periodic inspection and confirmation of the caused content after many transformations in ideological and political education practice. “People discover the truth through practice, in return, people prove and develop the truth through practice” (*Selected Works of Mao Tse-tung, Volume I*, 1991, p.296). Ideology and politics pedagogy category, as a result of abstract thinking, have to have its own contradiction and develop in its own way, whose impetus relies on ideological and political education practice. Ideological and political education practice not only promotes the occurrence and development of ideology and politics pedagogy category and the linkage between each other, making it appear as a dynamic and open category system, but also constantly verifies the rationality and scientific features of ideological and political education category and its system. This indicates that: in the research and construction of ideological and political education category, we should constantly deepen the old category, refine new category, and form the new elements of theory according with the reality of ideological and political education, but also promote the development of ideology and politics pedagogy category in the path of “empirical facts-logical screening-philosophical sublimation-practice guidance”, in order to realize the maturity of ideological and political education category gradually by circular development.

3.3 Theory Application and Actual Conversion of Ideology and Politics Pedagogy Category

At present, every practical activity of human is inseparable of rational thinking, which means being inseparable of the understanding and application of the category. Ideology and politics pedagogy category, which comes from ideological and political education practice, more importantly will serve the ideological and political education practice. Once created, it should be returned to the ideological and political education practice, providing the possibility for its further validation and development. In the ideological and political education discipline, category should be regarded as the basis and point cut to deepen, expand and renew its disciplinary theory and system, which is the focus and stressing point of application and actual conversion of ideology and politics pedagogy category. What needs to be pointed out is that the application and transformation of ideology and politics pedagogy category cannot ignore the requirements of social development. Only by combining its application with the social demand could it find specific value of existence and continuously improve its own theoretical application and the actual conversion, in other words, its application and transformation cannot be separated from the demand of social development. The Party’s ideological and political education practice is not only the premise and precondition of ideological and political education category, but is also the inherent nature and the service object of ideological and political education, whose development and changes surely will lead to the logical generalization adapted to its own movement, creating a new ideological and political education category. The emergence of a new category means the discovery of unique problem, and the new theory and ideas have to be inevitably applied into the object of study with new categories and terms, thus forming or solving specific theoretical or practical problems from a new perspective. Therefore, we should focus on improving and facilitating the transformation of its theory application and actual conversion to meet the requirements of Party’s ideological and politics education practices, better sublimating and renewing the ideology and politics pedagogy category, and well serving the actual demands for the party’s ideological and political education.

4. “THE NECESSITY OF HISTORICAL LOGIC”: TO UNIFY HISTORICAL PROCESS AND LOGICAL DEVELOPMENT OF IDEOLOGICAL AND POLITICAL EDUCATION

Marxism founders always recognize and understand the category with a scientific attitude. In their view, the development of rational human thinking and the historical process of the objective world are consistent. And category

is the abstraction of historical process and the reflection of the relevant theories "which is revised, in accordance with the rule in historical process" (*Selections of Marx and Engels, Volume 2*", 1995, p.43) fundamentally, the logical thinking content of ideological and political education category is the abstract and generalized reflection of historical process of ideological and political education. As the unity between the historical process of ideological and political education and logical development, ideology and politics pedagogy category is logical and historical.

4.1 Reproduction of Rational Thinking in Historical Process of Ideological and Political Education

As Marx once said "These extremely abstract rules, when examined accurately, always express more detailed and prescriptive historical basis" (*Anthologies of Marx and Engels, Volume 10*", p.159). The logical ideology and politics pedagogy category is both the reflection of essential relationship of ideological and political education after people rational thinking, but also the reproduction of ideological and political education history in the human's rational thinking. The occurrence and development of ideology and politics pedagogy category reflect the objective process of ideological and political education activities. Restricted by the historical course of ideological and political education, it makes changes with the change of ideological and politics education reality. Its connotation and regulations need to be understood again in different regions or at different times in the same region. In the research of ideology and politics pedagogy category, logical investigation to the phenomena and activities of ideological and political education and closely related history is requisite for understanding and interpreting the basic regulations from which ideology and politics pedagogy category occurred and developed. Generally speaking, the occurrence and development of ideology and politics pedagogy category are conducted along two lines: one is to form a new category by summarizing the new achievements. As the accumulation and summary of human's knowledge, the unscientific ideology and politics pedagogy categories proved by practices are continually replaced by the formation and creation of new categories that scientifically reflect the nature of ideological and political education. The other is to enrich new content but continue with the old the old category. With the development of practice and the situation and the improvement of people's mental ability and cognitive level, the expansion, enrichment and correction of new content in old categories that formed and used at the early stages of human's understanding of ideological and political education, can not only avoid the elimination and the demise of the old category, but also make it full of vitality.

4.2 Consistency Between Historical Process and Logical Development of Ideological and Political Education

Judging from the historical process of ideological and political education activities, the occurrence and development of ideology and politics pedagogy category, means it developed from scratch, from being less to more, from being discrete to systematic. Besides, it presents the historical process of objective activities in ideological and political education from being junior to senior, from being simple to complex. From the perspective of the logical sequence in development of ideology and politics pedagogy category: on the one hand, the latter categories cannot be clarified without the illumination of the previous ones, for the previous ones are the premise and starting point for the latter; on the other hand, only the latter categories, being more comprehensive and accurate, can fully and completely illustrate the previous ones that are simple and partial; in this view, the latter categories are the basis of the previous ones. From the general trend in development of ideological and political education theory: the logical evolution of ideology and politics pedagogy category can be seen as the epitome of rising and advancing movement in the ideological and political education theory. By tracing the historical context and exploring every link and mediation of the logical evolution in ideology and politics pedagogy category, we can see the occurrence and development in historical process of ideological and political education; we can find the clues of the formation of ideological and political education theory; we can see the status and effect of category in the process of formation and development of ideological and political education theory as a whole. The logical development of ideology and politics pedagogy category, therefore, is proceeding from such sequence: starting from the simplest categories, which represents the relationship in the initial stage of development of ideological and political education, then gradually transiting to more complex and mature categories in the higher stage of development, thus proving the regular connection between historical process and logical development of ideological and political education, as well as reflecting the consistency between ideology and politics pedagogy category with its related discipline theory system and historical process of ideological and political education.

CONCLUSION

Above all, enhancing research on the connotation of the ideological and political education, illustrating and standardizing connotation of the category that truly reflect the characteristics of ideological and political education discipline with abundant explanatory power, are not only

the premise and foundation for the research on ideology and politics pedagogy category to obtain research value and being scientific, but also serve as convenient conditions for theory innovation and practical application of ideology and politics pedagogy category.

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