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The Historical Development and Basic Experience of the Discipline Construction of Ideological and Political Education

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Abstract: Since its establishment, the discipline construction of ideological and political education in China has undergone the baptism of time and has achieved significant development achievements. This process can be clearly divided into three landmark stages: pilot stage, early construction stage, and stable development stage. In these stages, discipline construction has formed rich and colorful connotations and characteristics through the deep integration of theory and practice, with its unique path and mode.

Keywords: Ideological and political education; Discipline construction; Historical development; Basic experience

1. Introduction

The development of the discipline of ideological and political education began in the early stages of construction, roughly in the early 20th century. At that time, China was in a historical context of social change and political turmoil, and there was an urgent need to cultivate talents with firm political beliefs and noble moral qualities. The construction of early ideological and political education theories was deeply influenced by Marxist theory. The philosophical foundation and social theory of Marxism provide important theoretical guidance for the discipline of ideological and political education. In this process, a basic theoretical system of ideological and political education guided by Marxism was gradually formed.

At this stage, the discipline of ideological and political education gradually formed its own unique research object, research methods, and research questions, and initially established its disciplinary status. Academic exchanges and international cooperation gradually developed during this period, and Chinese scholars began to engage in academic interactions with their foreign counterparts, absorbing advanced international theories and experiences, further promoting the enrichment and improvement of ideological and political education theory.

In terms of practice, the discipline of ideological and political education has further deepened the construction of on campus and off campus practice bases, forming an organic combination of school education and social education. Various extracurricular practice bases, such as communities, enterprises, and various social organizations, have become important places for students' ideological and political education. This practical model of "entering the community and grassroots" enables students to better understand the practical application of Marxist theory and the core values of Chinese socialism. By participating in social practice activities, students can not only enhance their sense of social responsibility and civic awareness, but also apply theoretical knowledge to practical operations, achieving the effect of applying what they have learned.

In terms of theoretical development, this period emphasized the systematization and scientificity of theoretical research. Many experts and scholars in ideological and political education have put forward a series of theoretical frameworks and methodologies with important guiding significance through in-depth research. These theories not only delve into the fundamental issues of the essence, function, and goals of ideological and political education, but also conduct in-depth research and exploration on various practical problems faced in the new era, such as how to deal with the impact of the new media environment on students' thinking and how to combine it with the new requirements of the new era of socialism with Chinese characteristics.

The practical and theoretical development in the stable development stage is of great significance in the historical process of the construction of ideological and political education discipline. Through extensive practical exploration and in-depth theoretical research, this stage has gradually formed a benign development model of mutual promotion and complementarity between theory and practice, providing a solid foundation and valuable experience for the future construction of ideological and political education disciplines.

2. Characteristics and experiences of each stage

In the process of constructing the discipline of ideological and political education, the pilot stage is an important foundational period,

and the characteristics and experience of this period have laid a solid foundation for the development of subsequent disciplines. The main characteristics of the pilot phase are preliminary exploration and practice. This stage is often accompanied by significant theoretical uncertainty, mainly manifested as exploratory and experimental research activities.

The experience of the pilot phase shows that necessary theoretical exploration and experimental practice are crucial for the growth of emerging disciplines. By conducting experimental teaching in different educational institutions and groups, rich practical experience has been accumulated. These practical activities not only examine the actual effectiveness of ideological and political education, but also attempt to find the most effective teaching methods and models. For example, by comparing different teaching methods, the best educational strategies suitable for different age groups and educational backgrounds were determined, which played an important role in future promotion and popularization.

In the early stages of construction, emphasis was placed on theoretical development, laying a solid foundation for the improvement of the disciplinary system in the future. At this stage, scholars began to systematically study the theoretical issues of ideological and political education, exploring its internal logic, basic principles, and methodology. Many theoretical works and academic papers during this period not only promoted the initial formation of disciplinary frameworks, but also provided valuable theoretical resources for subsequent research.

The characteristics and experience of the stable development stage are mainly reflected in the close integration of practice and theory. During this stage, the discipline of ideological and political education gradually entered a systematic and standardized development track, and the disciplinary system became increasingly perfect. In terms of theoretical research, a relatively systematic theoretical framework and research paradigm have gradually been formed. Scholars continuously promote the deepening and expansion of disciplinary theories through in-depth theoretical exploration and academic exchanges. Practical teaching has been significantly strengthened, and universities and research institutions have carried out a large number of teaching practice activities, consolidating the foundation of combining theory with practice.

3. The importance of combining theory with practice

Theoretical research has a profound impact on the construction of ideological and political education disciplines. Theoretical research provides a solid academic foundation for the discipline of ideological and political education.

Theoretical research also promotes the continuous innovation and development of the discipline of ideological and political education. As a highly applied discipline, ideological and political education's theoretical research can keep up with the times to analyze and respond to various changes in politics, economy, culture, and other aspects of the real society, thus providing a continuous source of motivation for the innovation and development of the discipline. Through theoretical research, new perspectives and methods can be proposed to promote the innovation and progress of the discipline of ideological and political education in the academic field. Theoretical research has enhanced the professional competence and theoretical level of ideological and political education workers. By participating in theoretical research, educators can deepen their understanding of the theoretical system of ideological and political education, enhance their academic cultivation and research abilities. In the process of teaching and practice, they are able to better apply theoretical knowledge to guide practice, constantly reflect and improve the content and methods of educational activities, thereby achieving an organic combination of theory and practice. Theoretical research, as an important component of the construction of ideological and political education disciplines, has a profound impact that cannot be ignored.

Practical teaching plays a crucial role in the construction of ideological and political education disciplines. This is not only because practical teaching can deepen students' understanding of theoretical knowledge, but also because it can help students apply theory to practical life, thereby improving their comprehensive quality and practical operation ability. Practical teaching provides valuable practical opportunities for students through diverse teaching methods and abundant teaching resources, and is one of the main ways to cultivate students' comprehensive abilities. Practical teaching can effectively compensate for the shortcomings of theoretical teaching. Theoretical teaching focuses more on the integrity and systematicity of the knowledge system, while practical teaching emphasizes the applicability and operability of knowledge. In ideological and political education, students can deeply understand the practical significance of theoretical knowledge by participating in practical activities such as social surveys, field investigations, and simulated teaching. This experiential learning not only enhances students' interest in learning, but also helps them better grasp and apply the knowledge they have learned. Practical teaching helps to enhance students' sense of social responsibility and practical abilities. In the process of participating in practical social activities, students have the opportunity to face various social problems and develop their abilities through problem-solving. Participating in social services, community activities, and volunteer work not only helps students better understand the current social situation and develop problem-solving skills, but also enhances their sense of social responsibility. The core goal of ideological and political education is to cultivate citizens with noble character and a strong sense of social responsibility, and practical teaching is an important way to achieve this goal.

Under the guidance of theoretical research, practical activities can be more directional and targeted, improving teaching effectiveness

and educational quality. Through practical testing and feedback, theoretical research can also be continuously improved and developed, promoting ideological and political education theory to be closer to reality, with stronger explanatory power and guidance.

4. The direction of future ideological and political education discipline construction

Promote the continuous updating of disciplinary theoretical systems and provide theoretical guarantees for the long-term development of ideological and political education. Through continuous theoretical innovation, the theoretical connotation of ideological and political education can be enriched, the depth and breadth of disciplinary research can be improved, and the overall development of the discipline can be promoted. For example, by utilizing modern information technology and educational teaching methods, innovating teaching models and enriching teaching content, ideological and political education can better meet the cognitive characteristics and learning needs of contemporary students, which can help improve educational effectiveness. The arrival of the digital age has provided a vast space for teaching innovation. The application of new methods such as multimedia teaching, interactive teaching, and blended online and offline teaching not only stimulates students' interest in learning, but also enhances the effectiveness of ideological and political education. For example, in the innovation process of ideological and political education, an open academic atmosphere and diverse academic exchanges are essential. Building a diversified academic exchange platform can not only promote academic exchange and cooperation within disciplines, but also strengthen interdisciplinary research and development. Ideological and political education can absorb theories and methods from other related disciplines, enhance comprehensive research capabilities, and improve the overall level of the discipline.

The discipline of ideological and political education still needs to actively respond to the cultural collision and value diversification brought about by globalization. In the face of this issue, disciplinary construction should focus on cultivating students' global perspectives and cross-cultural understanding abilities, helping them adhere to correct values in a multicultural environment.

In the process of keeping up with the development of the times, the discipline of ideological and political education should actively carry out interdisciplinary research and cooperation. The complexity of modern social problems often involves multiple disciplinary fields, which cannot be solved by a single discipline alone. Close cooperation with disciplines such as sociology, psychology, and law can help form comprehensive solutions and further enhance the effectiveness of ideological and political education. Academic innovation and theoretical breakthroughs should also be encouraged to provide continuous intellectual support for the construction of ideological and political education disciplines.

References

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