

Countermeasures to Enhance Effect of Collegiate Ideological & Political Education in the Pedagogic Perspective

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Abstract At present, collegiate ideology and political education are under challenge due to four reasons, i.e. negative factor of market economy, value complexity in the scenario of diversified culture, overestimated positive education and undeveloped individual initiative of college students. Pedagogically, it's imperative to take action in aspects of educators, educatees and educational measures, so as to enhance effect of collegiate ideology and political education; in detail, the educators, ideological and political tutors, should focus upon "fusion of horizons;" the educatees, college students, should correctly understand the modern characteristics; and educational measures, should expand contents of collegiate ideology and political education, as well as make methodological innovation in collegiate ideological and political education.

Key words Ideology Pedagogy; Enhance; Collegiate ideological & Political education; Effect

1 Introduction

Semantically, the term of effect refers to actual effect. The effect of collegiate ideological and political education means actual effect and extent of impact of collegiate ideological and political education on shaping and fostering college students' world view, philosophy and value. Negatively, the effect of collegiate ideological and political education represents insufficient functionality of collegiate ideological and political education, in other words, only part of the functionality is represented.

According to the Proposals of CPC Central Government and the State Council on Further Enhancing & Improving Ideological & Political Education of College Students (Circular No. (2004) 16), the universities and colleges are called for fully developing functionality of collegiate ideological and political education, "that in the new era, higher educational institutions must regard improving and enhancing collegiate ideological and political education as respective important mission^[1]." The CPC central government attaches much attention to collegiate ideological and political education by successively releasing series of documents and instructions. In response, many measures are taken in various higher educational institutions, including massive investment manpower, material resources and financing, however, the formal and material effect is not so optimistic.

As for the obviously negative representation of effect of collegiate ideological and political education, the college students are indifferent to two "compulsory courses" (Deng Xiaoping's Theory and Mao Tse-dong Thoughts) of collegiate ideological and political education. The research of several universities and colleges in Beijing indicates more than 50% college students are reluctant to attend the two courses, some 30% college students skip the two courses, and some 20% college students who attend the two courses are absent-minded by reading other major textbooks, newspapers, journals or even dozing, which is a phenomenon not uncommon in higher educational institutions in China.

The profound implication of unsatisfactory collegiate ideological and political education is represented by large proportion of college students whom are substandard as modern youth with lofty ideal, integral morality, literate and discipline.

Ambiguous ideal. Though the policy of "college recommendation and competition for employment" prevails, the consciousness of "60-score OK" is still popular among some college students. For years, Chinese students are educated by school teachers and parents from elementary school to middle school to "study hard and pass admission examination of higher education," while they're lack of instruction on how to deal with collegiate education, as a result, many college students take for granted "toilsome learning in middle school and cozy enjoyment in college^[2]," regarding college is the place to get diploma and dawdling for nothing, let alone lofty ideal.

Low ethic level. The college students, who're rich in knowledge, should be with high cultural accomplishment. The fact is that many of them are immoderate with the impression of low ethic level. In recent years, many colleges and universities have promoted in succession Civilization Convention to eliminate numerous uncivilized phenomena among them. For instance, the blackboard says "Please help

lecturer erase blackboard;" the washroom says "hurry in come, flush at leave," and similar exhortatory slogans are everywhere in the campus. Ironically, the college students are reminded again and again to do things that are conscious by kindergarten children, which actually reflects many college students of low ethic level. Negative examples of immoral activity, such as casual littering, careless wasting, unconcerned of public property and etc, are common occurrence in the campus.

Lack of interest in learning. In the modern times of knowledge-based economy, literacy is far from literate, and those who are ignorant in technology and economic know-how are equivalent to illiterate. In this sense, some college students are functionally illiterate. The college students, upon graduation, should become specialized professionals with rich knowledge and skill. As a matter of fact, many college students who graduated without truly understanding solid special knowledge and practice skill. Some of them who apply for joining in CPC and unable to write application for CPC membership book and turn to others for help. Some of them are unable to write a proper letter of employment application, while some of them are unable to write a conclusion report during their career.

Lack the conception of discipline. Many college students knowingly violate various collegiate disciplinary codes and indifferent to their misdoing. For instance, cheating in examination is ubiquitous in the campus in recent years. Other behaviors include drinking, fighting, playing mahjong, smashing dorm window, desk, table etc. upon graduation.

2 Causes of Unsatisfactory Effect of Collegiate Ideological & Political Education

Many reasons cause unsatisfactory collegiate ideological and political education in China.

The impact of negative effect of market economy is the first cause of unsatisfactory effect of collegiate ideological and political education. Ever intense competition stands out with increasingly intensified reform and establishment of socialism market economy. The trade rules, competition rules, interest rules, consumption rules and materialized interpersonal relation, which are general in market economy and based upon value law, not only change the configuration pattern of resources dependent to people's living, but also change people's life style, social pattern, emotion mode, conception of right and wrong as well as value pursuance. In market competition, the capability to make profit and earn money is the boundary between winner and loser, the entrance to enviable fashionable material life as well as symbol of social standing and skill in the mortal society. The substantial quantification, indexation, instrumentation, materialization and utilization of human value pursuance has profound influence and strong impact on numerous college students. It's obvious that the impact from practice and utilization oriented market economy is realistic, intense and all-round^[3]. This social reality is reflected by college students' thinking in terms of material hunting and apathy to spiritual pursuit, with which they're unconsciously to turn to material interest as yardstick in weighing human social standing, value, meaning and function.

The value complexity in the scenario of diversified culture is the second cause of unsatisfactory effect of collegiate ideological and political education. An important trend of world development and evolution in the 21st century is development and collision of diversified culture. While diversified culture serves to expand college students' vision and extend their thinking, the conflict of diversified culture, particularly that of oriental and eastern cultures as well as evil "westernization^[4]" and "polarization" by hostile western force, is continuously impairing traditional Chinese cultural and social ideology of mainstream, imposing challenge to collegiate ideological and political education that is the cultural frontier. Also, diversified culture will certainly lead to diversified value, with which many college students lose their mind and lack uniform criterion for analysis, judgment and choice, hence causes confusion and misguidance of value, faith and behavior, and the result is seriously impacting collegiate ideological and political education.

The overestimated positive education is the third cause of unsatisfactory effect of collegiate ideological and political education. Due to campuses are places of cultivating professionals, it's necessary to attach extra importance to publicizing major guidelines and policies of CPC and central government, especially positive education. To this end, collegiate ideological and political education in China always focuses upon traditional and positive education, and mixed social thoughts are "prohibited" in ideological education, with which the college students are obscured in terms of segregated and alienated situation. Due to overestimated education of policies and guidelines by CPC and central government in collegiate ideological and political education, leading to too much positive education, and the college students are forced to receive positive education and got rid of and concealed of negative thinking, saying, truth and social phenomenon, and they're exposed to educational method of

apparent bigotry. On the contrary, they're doubtful of authenticity and objectivity of the lecture and the lecturer's intention. Besides, occurrence of incompatible real life and collegiate ideological and political education makes many college students uncertain to collegiate ideological and political education, so that they gradually become boldly "rebellious," which will certainly result in unsatisfactory effect of collegiate ideological and political education.

The insufficient individual initiative of college students is the fourth cause of unsatisfactory effect of collegiate ideological and political education. In the past, collegiate ideological and political education was featured by commanding lecturer to students, whom were regarded as negative recipients of ideological and political education and dismissed for equal communication and democratic dialogue, so that it was unavoidable for the students to willingly accept the thinking. Some scholars point out that objective education is foremost during the youth, while importance should be attached to self-education; external cause is the condition for change, internal cause is the foundation of change; it's impossible to complete any education without self-education, which emphasizes initiative efforts of the youth and fully exert individuality, namely, their momentum of internal cause. If the college students' initiative momentum is mobilized and individuality fully exerted in collegiate ideological and political education, namely, their momentum of internal cause fully exerted, the educational effect will be improved remarkably.

3 Countermeasures to Enhance Effect of Collegiate Ideological & Political Education in China

The pedagogic theory tells us that the basic elements of educational activity are educators, educatees and educational measures^[5]. The educators of collegiate ideological and political education are lecturers (Tutors included) of ideological and political education; the educatees are college students; educational measures are means ensuring effective collegiate ideological and political education, including contents and instruments of collegiate ideological and political education. Only by taking actions in these aspects can the effect of collegiate ideological and political education being enhanced.

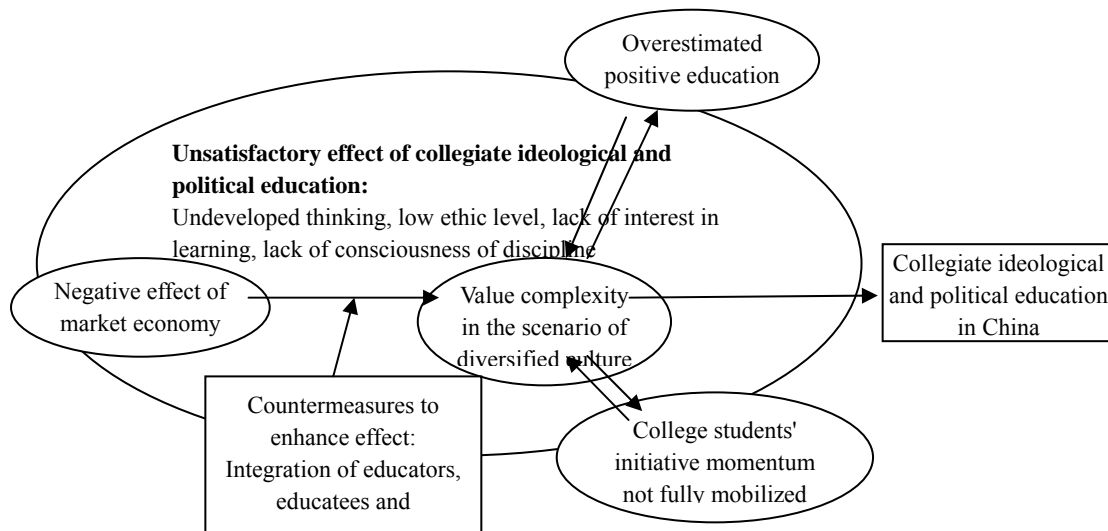


Figure 1 Chart of Collegiate Ideological & Political Education in China

3.1 Emphasis on "fusion of horizons"

The educators should emphasize on "fusion of horizons" in collegiate ideological and political education of modern college students. The "fusion of horizons" is one of the three philosophical hermeneutic principles suggested by Gadamer from Germany. The "horizons" refer to threshold, angle and potential outlook of understanding. Two opposite and united horizons always exist in the process of collegiate ideological and political education, namely, horizons of lecturers and students in understanding thing, phenomenon or theory, both horizons differ from each other at all times. We have to recognize the difference arising from factors such as experience and etc. According to Gadamer, the said two horizons should be fused in understanding and form "fusion of horizons," so that both

lecturers and students surpass original horizons and reach to a new horizon, namely, lecturers and students accept and practice in working and learning one common theoretical point of view. The collegiate lecturers, as the main object, should emphasize on fusion of horizons" and make efforts in three aspects, namely (1) keep in mind the conception of "fusion of horizons," believe in various ways that really acquaint the students with a given theoretical point of view, rather than the conception of "forced spoon-feed education" by stubborn teaching of personal theoretical viewpoint; (2) turn to method of "fusion of horizons," for example, the lecturers fully respect college students by equally deal with them, enlighten their consciousness, mobilize their initiative momentum, stimulate their creativity etc; (3) make efforts for realizing "fusion of horizons." If the lecturers, during communication with college students, discover the students recognize and argue against their theoretical viewpoint, find out the causes as soon as possible, and make timely response, so as to reach "fusion of horizons" with college students.

3.2 Correctly understand modern characteristics of contemporary college students

The educators of collegiate ideological and political education should hold the perspective as educatees by correctly understand modern characteristics of contemporary college students, which is one of the most critical measures to enhance the effect of collegiate ideological and political education. The college students under education are living in an age of rapid change and intense collision of thinking conception, whose thinking conception, political inclination, value tropism, behavioral pattern, spiritual and cultural life style and etc are subject to profound change. For instance, college students have different understanding of poverty conception and patriotism theme than their forebears, their diversified value, clear individuality and so on. Some college students are indifferent to politics, lack of sense of social responsibility, attach too much importance to learning major and practical knowledge, disrespect humanity social science, particularly learning ideological and political theory and rebellious against teaching of ideological and political theory, regard the courses of ideological and political theory as unrealistically high profile and an instrument for getting credit hour, diploma and material gain. Some college students think that market economy is realistic, while courses of ideological and political education are unrealistic, market economy demands specialized professionals, and courses of ideological and political education are lack of "professional skill." Therefore, many students openly express their indifference to courses of ideological and political education, including absent-minded attendance in the classroom in terms of distracted listening, reading, schoolwork finishing and scuffling in learning. This mindset to much extent impairs the effect of courses of ideological and political theory teaching. The lecturers of collegiate ideological and political education should correctly understand modern characteristics of contemporary college students and seek proper remedy, so as to enhance the effect of collegiate ideological and political education.

3.3 Expand contents & innovate methods

In the perspective of educational measures, it's necessary to expand the contents as well as change the methods of collegiate ideological and political education. Only with innovative contents and methods can we enhance the effect of collegiate ideological and political education.

3.3.1 Expand New Contents of Collegiate Ideological and Political Education——Integrate in Employment

(1) Cause for integrating the content of employment in collegiate ideological and political education. To truly mobilize college students' initiative momentum, fully exert their function as main body and play their role as internal cause, employment related content must be integrated in collegiate ideological and political education, and the cause includes the following three aspects:

First, the employment of college graduates has implication to social harmony. Premier Wen Jiabao emphasized in the Report on the Work of Central Government on Mar 5, that "continue to reinforce vocational education, integrate educational resources for employment, reform teaching method, make efforts to foster college students' capability for employment and enterprise^[6]." Presently, the whole society has deep worry about employment of college graduates, and the progress and effect of solution has impact on social harmony. The reason is that college graduates are young, vigorous and with certain major knowledge and basic skills. If they're employed smoothly after graduation, they can create tremendous fortune for the society; or else, their long laid-off or unemployment is certainly an instable factor of the society. Integrating the content of employment in collegiate ideological and political education is conducive to construct harmonious society.

Second, the ultimate goal of education is to develop constructors and successors for the society. The college students, who are supposed to be the economic constructors and successors of China, should master solid political theories and exquisite majors upon graduation, only by doing this can they become

qualified socialism constructors and CPC successors. College graduates with lofty political ideal and high professionalism can truly apply rich knowledge and various skills to social work and solve difficult problems and tasks during social practice. The collegiate ideological and political education integrating employment content serves the bridge of college graduates of "lofty and versatile" professionals, as well as speed up their progress in correlating theories to practice. Therefore, collegiate ideological and political education integrating employment content is an advisable approach to enhance the effect of collegiate ideological and political education.

Third, the employment of college graduates is critical to their personal survival and development. Social existence determines social consciousness, and many ideological confusion of college students are products of real life. Employment is a realistic problem with college graduates. The immediate consequence of extended admission of higher educational institutions is represented by rapid increase of college graduates from 2002, with which large amount of graduates reaches to the peak and will present "plateau^[7]" phenomenon in the coming years. Many of them have to go home after graduation, and some of them even become the group of living by their parents. The college graduates should first find a job, so as to go forward for successful career and enterprise.

(2) Essence of collegiate ideological and political education integrating employment content

First, it's necessary to foster college students' consciousness of employment. Research indicates that most of college graduates are conscious understanding and concerning of employment from the second term of junior to senior, and more than 90% of them think employment is far from their life, which should be considered after 3~4 years. As for the phenomenon of "super interviewees" (Those who're mostly interviewed by employers), "super fair participants" (Those who're mostly participate in employment fairs) and "super losers" (Those who're mostly rejected by employers) in the course of employment during each year, many of them are deeply frustrated about "the impossible task to find a job," and freshmen are hard to understand the bitter reality of lack of jobs. In contrast, college students have much more disposable time than in middle school, and lack of the consciousness of competition for jobs make some of them at a loss with free time. Though college students are ambitious in the very beginning, their lack of target of employment and success due to lack of consciousness of employment leads to loss of personal target. Furthermore, lack of target for strife provokes abnormal phenomenon such as vanity and boredom, reluctant to learn, indulgence in game and etc. Therefore, to foster college students' consciousness of employment makes them understand the reality of intense competition in employment, so that they're conscious of work hard in learning major, make efforts to improve individual general quality, and the effect of ideological and political education will be improved substantially without any doubt.

Second, it's necessary to develop proper perspective of employment. In addition to some college graduates without jobs, many of them are picky with existing jobs, who are success hunters in terms of material benefit, concerning too much of fame and gain, afraid of hard work, pursuing material interest at the cost of giving up major as well as dismissing national and people's interest; they concern not about long term development and devotion instead of material interest and treatment. Some college graduates have no idea about social demand and fail to properly design their social roles, and they're hardheaded to hunt jobs at enterprises in big city for higher wages and benefits. To integrate proper employment perspective in collegiate ideological and political education, it's necessary to (1) advocate integration of individual growth and social contribution, so as to unite personal value and social value in employment, and (2) teach college graduates to properly evaluate respective advantages and disadvantages in employment selection, so as to find jobs compatible to their capability. These contents of ideological and political education will certainly be popular among college graduate.

Third, it's necessary to give instructions on career design for college students. The research indicates that most college students are ignorant to their majors and yea-sayers of their parents' opinions. Approx. more than 20% college students are interest in their majors. Approx. 50% college students are ignorant to respective majors hold the attitude of take thing as they come, and some of them openly express lack of interest to their majors and take the examination for admission or to the satisfaction of their parents. To deal with, educators of collegiate ideological and political education are required to teach college students understanding themselves and the society, establishing personal objective and strategy in education, based upon which the students should take into consideration the evaluation by parents, schoolmates, friends and lecturers in designing career, and then make analysis, estimation and correction, so that college students are more acquainted with the working field of their majors and appropriate professions for them, so as to develop individual capability in an overall manner. The contents of collegiate ideological and political education can really mobilize college students' initiative,

so that they're capable to manage themselves, self-education and self-teaching. By doing this, the objective of collegiate ideological and political education is achievable.

3.3.2 Methodological innovation of collegiate ideological and political education-"implicit" education

The implicit education refers to unconscious, indirect and implicit educational activity, which is an education method to influence college students unintentionally. Implicit education integrates collegiate ideological and political education in specific activity, so that college students willingly participate and satisfy aesthetic demand and interest, realize life value and truth and acquaint themselves with spiritual influence, sensation nurture and philosophical enlightenment, so that establish proper attitude toward learning, working and living, prudently think about their life and receive subtle edification and education. Implicit education is effective by scientific course setting, high-level schooling quality, exemplary role of excellent lecturers and sound cultural circumstance, which are subtly functional. According to Tagore, famous Indian poet, "it's not the hammering but dropping makes perfect gobbles"^[8]."

Implicit education is relative to explicit education and constitutes an all important part of schooling, which is the package of information on anticipated objective influence to students' knowledge, behavior, perception, emotion, capability and etc. As for implicit collegiate ideological and political education, it generally refers to other unplanned and anticipated educational methods other than courses regarding collegiate ideological and political education. To adapt to characteristics of ideological and political variation of contemporary college students, implicit education influence them by pleasant educational method in terms of educating and cultivating them by emotion, so that exert subtle influence to the educatees' deep soul. "The nice lecture of teachers basks the students' heart, with which the students are delighted. While relentless lecture turns indisputable truth into cold and dead precept"^[9]." for instance, methods such as "singing a song, reciting a poem, telling a story, listening to a record and designing a comedy" are advisable for carrying out collegiate ideological and political education. During practice of implicit education, duly attention should be paid to the aspects of quality, utilization and system fostering of resources regarding implicit collegiate ideological and political education.

4 Conclusion

Although collegiate ideological & political education in under many challenges in the 21st century, anticipated effect will be achieved in three aspects of educators, educatees and educational measures, including conscious understanding of current trend, focusing upon fusion of horizons, proper understanding of modern characteristics of college graduates, expanding the content of collegiate ideological & political education, as well as innovating in measures for collegiate ideological & political education.

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