

# Inter-subjective Ideological and Political Education in Recent Years— A Review

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## Abstract

Inter-subjective ideological and political education is a frontier problem in ideological and political education research. In recent years, a deep research and discussion has been made on its necessity, connotation, characteristics and implementation problems in the academic circles. On the basis of systematically summarizing this problem, the author put forward the current research deficiency in order to promote further development of the research.

**Keywords:** intersubjectivity, ideological and political education, subjectivity

## 1. Introduction

Intersubjectivity came into philosophy research field of vision in China in the 1990s, and was applied to education pedagogy as the pedagogy research frontier and hot issue in 2002. Thus intersubjectivity is applied to the field of ideological and political education, promoting the development of the innovation of ideological and political education and realizing "to the inter-subjective ideological and political education from the list of subjectivity ideological and political education". Yaocan Zhang think the study on intersubjectivity is a revolution of the ideological and political education, it can be seen that the inter-subjective ideological and political education plays a great important role on theory reach and education practice. In recent years, the research results are relatively abundant about inter-subjective ideological and political education, involving the several aspects as follows.

## 2. Intersubjectivity and Inter-Subjective Ideological and Political Education

With the germination and development of capitalism, people gradually realize their own ability to change the world, hope to break through the various restrictions and emphasize their own subjectivity. Since modern times, therefore, some western philosophers, such as Descartes, Kant, Fichte, established a philosophy paradigm which emphasizes autonomy, initiative and creative based on the "subject-object dichotomy" thinking. But with the in-depth development of modern capitalist society, the interpersonal relationship was gradually alienated, the instrumental rationality principle became the standard to measure the social operation, interpersonal communication came into the relationship between subject and object from the relationship between the equal bodies, human essence was also gradually alienated losing its subjective initiative. So other philosophers represented by Husserl, Habermas tried to go beyond the established "subject-object dichotomy" thinking mode, they tried to break the existing social status quo of "self center", and stress the importance of intersubjectivity to construct a social relation taking interpersonal communication as center.

Husserl is the proposer of intersubjectivity, he put forward "reciprocal subjectivity" proposition in Cartesian Meditations, namely the commonness and relation between subjects. Husserl thought that the subjects existed in the social community as the main bodies each other because of the commonness. Habermas thought "Intersubjectivity is the socialization based on individuation and the individuation based on socialization", he stressed that the mutual "understand" and "consensus" could be achieved only via the face-to-face communication. In Heidegger's opinion, intersubjectivity is the objective knowledge for the same thing between subjects, namely between "I" and "others". Through the different interpretation of western philosophers, the outline and connotation of intersubjectivity gradually enriched and developed.

In China the study of intersubjectivity began in 1990s. So far, the related achievements are abundant in the field

of philosophy, literature and education, especially the theory study has been relatively mature in philosophy and literary. Although the research on intersubjectivity in ideological and political education is relatively small, the intersubjectivity theory of ideological and political education developments soon in recent years. The monographs include *Communicative moral education* (Weiming Peng, 2005. 1st ed. Taiyuan: Shanxi education publishing house), *The frontier problems of ideological and political education* (Yaocan, Zhang, 2006. 1st ed. Beijing: People's publishing house), *Subjectivity research on ideological and political education* (Yanzhu, Zhang, 2006, 1st ed. Guangzhou: Guangdong people's publishing house), *The study of inter-subjective modern ideological and political education* (Wanbin, Ma et al., 2009. 1st ed. Zhengzhou: Henan university press), *The comparison and integration: the theoretical construction of moral education about Chinese contemporary "intersubjectivity"* (Lijie, Zhang, 2011. 1st ed. Shanghai: Shanghai people's publishing house), *The inter-subjective ideological and political education research* (Lingyiin, Su, 2012. 1st ed. Shanghai: SDX Joint Publishing Company). The research achievements of inter-subjective ideological and political education are more and more especially since 2007. From 2007 to date, a total of 338 articles can be found from CNKI China journal full-text database retrieval based on the two themes of "intersubjectivity" and "ideological and political education", the articles include doctor's and master's thesis. You can see that the academia pay more and more attention to the inter-subjective ideological and political education and study more and more deeply. Therefore, it is beneficial to research inter-subjective ideological and political education and enhance the actual effect of ideological and political education to make a comb existing literature.

### 3. Inter-subjective Ideological and Political Education in Recent Years— A Review

Inter-subjective ideological and political education was put forward when the traditional ideological and political education was in trouble. The subjectivity was emphasized, educator was simply taken as subject and educatee was simply taken as object in education mode. Inter-subjective ideological and political education aimed at resolving all sorts of problems in the traditional mode, such as the status inequality between educators and educatee, the enthusiasm initiative imbalance of educators and the educatee, the serious problem of mechanical force-feeding education during the process of education. Combing the existing research results, the research content mainly focused on its necessity, the connotation, principle, path and so on.

#### 3.1 Necessity

Generally, academia investigates the necessity of intersubjectivity change in ideological and political education from two aspects. On the one hand, the disadvantages in the past are pointed out. For example, Yaocan Zhang in *The frontier problems of ideological and political education* put forward four problems "the inequality of status between educator and educatee, the dangling in education content, the simplicity of education method and the uniformity of education goal". Hongming Zhang though "Intersubjectivity change is the urgent need to resolve the lack of the initiative, pertinence and effectiveness in current ideological and political education". Xueyan Qiao pointed out the problems existing in the traditional ideological and political education from the aspects, the passivity of educatees to accept ideological and political education, the overlook of educatees' personality traits, too much emphasis on the infusion of abstract theory in the ideological and political education process and the unicity of education method. On the other hand, the theoretical basis and significance of intersubjectivity change is emphasized. Facheng Zhang though "Marx's communication theory, the concept of scientific development, the innovation of the theory of education and moral education" was its theoretical basis. Junfang Han proofed the theoretical basis from three demonstrates, the marxist theory on human development phase, the relationship theory and the theory that ideas generated in intercourse activities. Wanbin Ma pointed out that "Inter-subjective ideological and political education" reconstructed the education subject, made the basis of ideological and political education from "knowledge" to "people-oriented", from objectification activities to communication activities, the shift from subjectivity to intersubjectivity.

Overall, there is no doubt that inter-subjective ideological and political education is the inevitable choice of the external factors of social development and the internal requirement of ideological and political education. On the one hand, the development of modern information technology and the gradually perfect of market economy promote the exchange of the people and enhance the people's subjective consciousness. The thought of "people-oriented" scientific development concept and the national development requirement of constructing a harmonious socialist society increasingly emphasize the subject status of people and strive to promote the all-round freedom development of human. The introduction of western intersubjectivity theory surges hot flashes to explore the theoretical innovation in philosophy, literature and education circle, these external factors has promoted the intersubjectivity change in ideological and political education. On the other hand, the contradictions in reality of ideological and political education itself gradually rise. Due to the advocated subjectivity ideological and political education puts too much emphasis up on teachers' subjectivity in

ideological and political education, the educators place above the educatees, forming the absolute authority of educators. Educatee's position is too low, they even can't get the respect they deserve, this causes educators' conflict with the educatees. The traditional ideological and political education emphasizes the "force-feeding" teaching method, ignores the initiative and creativity of educatee as free and self-conscious human being. This causes the oppression of educatees' ability and talent, hinders educatees' all-round development of body and mind contrary to the essence of the ideological and political education requirements. At the same time, the teaching method and model of traditional ideological and political education is single, limiting the theory and practice development of the ideological and political education. The inter-subjective ideological and political education continuously develops and realizes under both the inside and outside factors.

### *3.2 The Connotation Research*

About the connotation of inter-subjective ideological and political education, there are different opinions in academic world, basically including the following several kinds of views. Yaocan Zhang think inter-subjective ideological and political education is "the unity of the two kinds of relationship", one is that the educator and the educatee constitute the "subject – subject" relationship as the main body of ideological and political education. The other is that both the educators and the educatees are the subjects of the ideological and political education, they are the complex subjects, they put the education information as a shared object, and constitute a "subject - object" relationship with education information. He thought these two relations were unified, educators, educatees and education information did not perform the subject or object relations purely, from the macro, they were still the "subject - object - subject" relationship. Zhishan Liu thought the educator and the educatees as the coexisting subjects in the education process made multi-level and multi-dimensional communication and interaction taking language, teaching materials, skills, activities as mediation to prompt subjects to understand each other, and on the basis of this, the education practice of subjects is improving. Danxiong Chen & Haihong Chen advocated "the essence, target and means connotation unified." Ren Shan advocated inter-subjective ideological and political education was a kind of ideological and political education mode admitting the common subject position of educators and educatees and promoting the development of their ideology and moral character through communication and understanding between the two sides in practice. He thought the inter-subjective ideological and political education should include three aspects, the subjectivity of the ideological and political educators, the subjectivity of ideological and political educatees and the communication understanding between educators and educatees. Feng Jun thought that intersubjectivity in ideological and political education was a relationship property between the ideological and political education subjects built by the harmonious ideological and political education subjects working together in the education object in the practice of the ideological and political education communication, it studied and standardized a subject (the ideological and political educator) how to interact with another subject (the ideological and political educatee). He also put forward the connotation of the inter-subjective ideological and political education should include 5 items, such as the multi-agent co-existence, standardizing the ideological and political education subjectivity.

Comprehensive the above view, the understanding of the connotation about inter-subjective ideological and political education in academic world basically include the following contents. Firstly, educators and educatees are both the subjects of ideological and political education, the relationship between them is a "subject - subject" relationship. Secondly, educators and educatees understand each other through the interaction and make progress together. Thirdly, the subjects in the ideological and political education need to contact via teaching materials and activities, language, or other intermediary to establish a "subject - object - subject" relationship. Fourthly, the fundamental purpose of inter-subjective ideological and political education is to improve people's main body status, develop educatee's initiative and creativity and promote human's free comprehensive development. So the author thinks that inter-subjective ideological and political education is that in the process of ideological and political education the educators and educatees as the symbiosis subjects link each other through language, teaching materials and activities to realize the ideological and political education on the equal status of the exchanges, communication and interaction, to improve the subject's enthusiasm in the education activities and cultivate the free comprehensive development people meeting the demand of social development.

### *3.3 The Path Research*

The exploring for the realization problem of the inter-subjective ideological and political education in academic world is mainly from the mode, principle, condition and method four dimensions. Firstly, it is the research on implementation pattern. Yaocan Zhang pointed out that the interaction type of ideological and political education is the ideal mode to achieve the inter-subjective change in ideological and political education, he pointed out the uniqueness of the interaction type of ideological and political education through compare with the traditional "spoon-feeding" type of ideological and political education. Xin Yang, Xiuge Wang, & Yiming Song also

thought inter-subjective ideological and political education is completed through the mutual understanding communication activities between the educators and the educatees. At the same time, network implementation pattern is also existing, the network ideological and political education has become the focus of academic research due to the arrival of information age and rapid development. The equality of educators and educatees' subject position at network platform is more obvious, it is the inevitable choice to realize the inter-subjective ideological and political education. Lihua Cai et al. thought network not only become the ideal space of the realization of inter-subjective ideological and political education, but also opened up a specific way to realize inter-subjective ideological and political education. They also pointed out the use of BBS, OICQ, blogs and E-mail four specific ways to carry out inter-subjective ideological and political education. Secondly, it is the thinking of principle. Yaocan Zhang put forward the interaction type of ideological and political education should follow the equality status, closing to life, communication and understanding, two-way interaction, experience and consolidate, mutual benefit and win-win results six principles. Thirdly, it is the research for realizing conditions. Jiuxia Tian put forward 4 conditions to implement the interaction type of ideological and political education condition, 1) to establish the mutual subject consciousness, 2) to set up the ideas of democracy and equality, 3) to set up the consciousness of tolerance, 4) to set up the consciousness of field, to achieve the unity of "cognition, emotion, meaning". Finally, it is the realization method. Ren Shan put forward the realization path of inter-subjective change in the ideological and political education, 1) to transform the ideological and political education value concept, 2) to adjust the target of ideological and political education, 3) to improve ideological and political education methods, 4) to reshape the relationship between teachers and students in ideological and political education. In addition, specific methods, such as dialogue education, understanding education, interactive education and activities education, have been put forward to deal with the defects of traditional subjectivity ideological and political education.

To sum up, the realization of the inter-subjective ideological and political education needs to be implemented in many ways step by step, especially build communication mode of ideological and political education, adhere to the principles such as equality status, communication and understanding, mutual benefit, make good use of the network, broadcasting, activities carrier through the dialogue and interaction mode, in order to truly achieve the ideological and political education transformation from subjectivity to intersubjectivity.

#### **4. The Deficiencies of Inter-Subjective Ideological and Political Education Research**

As a whole, in recent years the research achievements of inter-subjective ideological and political education were abundant, the studies on its necessity, connotation, features as well as the realization path had very big breakthrough and harvest in academic world, the number of monographs and papers increased obviously. This has important significance for perfecting the system of the ideological and political education theory and the practical experience of ideological and political education, and this can promote the ideological and political education continuously to meet the needs of times development, enhance the actual effect of ideological and political education. But we also need to see the existing shortcomings of inter-subjective ideological and political education research, mainly including the following three aspects.

Firstly, the studies need to be increased. Although in recent years the monographs and papers about inter-subjective ideological and political education obviously increased, the related research monographs and high quality papers are not enough overall. Secondly theory research remains to be perfected. Although there were a lot of theory researches about inter-subjective ideological and political education, most of them focused on the "subjectivity", "intersubjectivity", "the necessity of inter-subjective ideological and political education", the study of other aspects still need to be deepened, such as the related concepts' setting, the patterns and methods' specific and the effectiveness research of inter-subjective ideological and political education. At the same time, the train of thought for studying the inter-subjective ideological and political education basically followed the philosophical method, and the intersubjectivity did not connect ideological and political education very well. In addition, we need to have the dialectical view of the problem, scholars have been stressed the importance and significance of inter-subjective ideological and political education change, but few people analyzed the possible problems or disadvantages, which is necessary to be digged deeper in order to realize the systematic and scientific research of inter-subjective ideological and political education theory. Thirdly, the approach needs to be innovated. The exploring for inter-subjective ideological and political education method is the inevitable requirement to realize the ideological and political education successful change. The final purpose of theoretical research is to promote the development of practice, promote people's ability to transform the world. Now the research of inter-subjective ideological and political education method is still at the initial stage, and there are still a lot of difficulties to implement it to practice. Therefore it is necessary to explore the method improving the effectiveness of inter-subjective ideological and political education by combining the social

development trend and the characteristics of ideological and political education subject itself.

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