

Optimizing Paths for College Students' Ideological and Political Education from the Perspective of Reception Aesthetics

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Abstract: There is an imbalance between the new changes in the spiritual needs of college students and the supply of ideological and political education, which has become a key factor restricting the effectiveness of current ideological and political education. The concepts of "reader center", "horizon of expectation" and "second text" in reception aesthetics are helpful for promoting ideological and political educators in colleges and universities to grasp students' cognitive rules and reception characteristics, give full play to the role of students' subjectivity, and accurately judge students' needs. Promoting the internalization of ideological and political education has important reference significance, and has important theoretical and practical significance for further optimizing the path of ideological and political education and enhancing the effectiveness of ideological and political education.

Keywords: Reception Aesthetics; College Students; Ideological and Political Education; Optimization

Introduction

General Secretary Xi pointed out, We must adhere to the unity of leadership and subjectivity. The teaching of ideological and political courses cannot be separated from the leadership of teachers. At the same time, we must increase the research on students' cognitive laws and acceptance characteristics, and give full play to the role of students' subjectivity. This emphasizes the importance of respecting students' subjectivity and grasping students' cognitive laws and acceptance characteristics for ideological and political education activities, and points out the direction for the optimization of ideological and political education for college students in the new era.

Contemporary college students composed of "post -00s" have a strong sense of subjectivity. In reality, ideological and political education has become utilitarian and instrumental, neglecting the subjectivity of college students. This has resulted in students' low acceptance of ideological and political education and their individual intrinsic quality. The purpose of development is difficult to achieve. For ideological and political education, its effectiveness ultimately depends on the recipients' acceptance of the content of ideological and political education. The acceptance of ideological and political education refers to a continuous and complete activity process consisting of multiple links such as reflection, selection, integration, internalization, and externalization of the receiving object through certain intermediaries under the influence of the environment by the receiving subject out of his own needs^[1]. In the early 1970s, Hans Robert Jauss of the University of Konstanz in Germany founded the theory of "reception aesthetics". "Reception aesthetics" takes the phenomenon of readers' reception of literary works as the research object, refuting the long-term With an author- and text-centered way of thinking, we try to re-examine literary history and literary creation from the perspective of reader acceptance. Applying the perspective of "reception aesthetics" to the practical field of innovative political education for college students will help to grasp the characteristics of students' acceptance, enrich and expand the methodological system of ideological and political education in the new era, and further enhance the effectiveness of ideological and political education for college students in the new era. It has important theoretical value and practical significance.

1. Perspective Shift: Clarifying the "Reader Center" of College Students' Ideological and Political Education

"Aesthetics of Reception" puts forward a new idea of "reader-centered" thinking that readers are the main consumers of literary works, the meaning of works is reflected in the process of readers' acceptance, and the process of readers' acceptance makes works have vitality^[2] "Reader-centered" reflects respect for the subjectivity of the recipient. The subjectivity of the recipient is reflected in two aspects: First, subjective initiative. Faced with dizzying amounts of information, recipients always selectively pay attention to information that is consistent with their own interests, hobbies, social experience, personality traits, etc., and make their own decisions about the

selected information based on their own values, ways of thinking, etc. Understand, memorize the information that can be understood and mastered, and finally apply the information into practice and test the information with practice; the second is transcendence. In the process of acceptance, the recipient can consciously recognize, grasp, and transcend the limitations and constraints of various realistic objects, constantly criticize and negate, update and develop, and then change his own ideas and behaviors. This is the concentrated expression of the subjectivity of the recipient.

(1) Clarify the "reader center" of college students' ideological and political education, and respect the subjectivity of college students in the "two-way interaction" between teachers and students. Philosophically speaking, the subject refers to a person who has consciousness, will and initiative to understand the objective world in social practice. The operation process of ideological and political education activities is a process of interaction between the two subjects of the educated and the educator. On the one hand, the educational subject must grasp the personality characteristics and acceptance needs of the recipient, and determine the training goals and levels; on the other hand, the recipient must use the existing acceptance schema to select, integrate, internalize, and practice the information transmitted by the educational subject. line, feedback regulation. The two subjects have different status and performance at different stages in the interaction process, and influence each other. Whether or not the subjectivity of the educated is valued is a decisive factor in whether ideological and political education activities can achieve good results. Ideological and political education must take care of the subjectivity of college students, clarify the "reader center" of ideological and political education for college students, study and judge the spiritual characteristics of contemporary college students, and deeply understand the laws of physical and mental development of young students.

(2) Clarify the "reader center" of college students' ideological and political education to meet the needs of college students' ideological and political education in the new era. The content of ideological and political education should meet or help satisfy the material or spiritual needs of young college students. When they also realize the significance or value of receiving ideological and political education in satisfying their needs, they will begin to accept ideological and political education. First of all, it is necessary to stimulate students' inner needs and improve their acceptance of ideological and political education. If the recipient's needs arise from internal needs, such as improving quality and perfecting personality, then the Marxist theory as a scientific worldview and methodology will be "accepted" by the recipient. Demands, such as teachers' requirements, course examinations, etc., are passively "accepted", but the behavioral subject does not have internal motivation to practice, but only cognitive acceptance at a shallower level. Secondly, it is necessary to grasp the psychological state of students and enhance the degree to which students continue to receive ideological and political education information. In the process of ideological and political education, the higher the motivation, emotion, will and practice level stimulated by students' inner needs, the easier it will be to promote their complete realization of the behavior of accepting ideological and political education information.

2. Discourse turn: in line with college students' "horizon of expectations" for ideological and political education

"Expectation horizon" is a core concept of reception theory, which refers to the recipient's potential appreciation tendency and psychological set of works based on their own experience, taste, literacy, ideals, etc. It forms the internal aesthetic scale of the recipient, potentially controlling the recipient's degree and way of accepting the work^[3]. College students already have certain knowledge reserves, life experiences and moral ideals before receiving ideological and political education, which will potentially affect their choice and evaluation of the content of ideological and political education, thus forming a "horizon of expectations." "Expectation horizon" is composed of directional expectations and innovative expectations. Directional expectations are composed of the recipient's pre-structure, foresight, etc., and reflect the personality and acceptance differences of the receiving subject. Without the existence of directional expectations, there will be no existence of the personality of the receiving subject. The innovation expectation is that in the process of education, the educated can exert their initiative, adjust themselves to actively adapt to the outside world, and reach a new realm beyond the original goals. With the continuous deepening of ideological and political education activities, especially when educating people integrate internalized educational content, they will give greater play to their selectivity and initiative. In order to achieve educational effectiveness, educators must understand and grasp the directional expectations of the educated. Grasp the level of its directional expectations and what factors are affected, and on this basis find the appropriate receiving carrier to carry out ideological and political education implementation activities. At the same time, educators must be better at discovering the innovative expectations of the educated,

because only by promoting the realization of innovative expectations can the initiative and transcendence of the educated be mobilized to the greatest extent, achieve continuous dynamic support for ideological and political education, and achieve the best results.

(1) In line with the " expectation horizon " of college students for ideological and political education , the discourse of ideological and political education should be changed from a grand narrative to a life narrative. Popular cultural products in modern society have an increasing influence on college students in terms of ideological mobilization, aesthetic guidance and value shaping. On the contrary, there is a certain level of "aphasia" in ideological and political education. The reason is that there is a certain degree of disconnection between the traditional ideological and political education path and discourse expression and the reading style, cognitive habits, and aesthetic orientation of college students who are " network natives ". The current ideological and political education discourse is always used to sticking to the In the established discourse framework, the posture of a high-ranking theoretical indoctrination force people to accept it, which is not close to the actual life of the students, and does not accurately grasp the pulse of the students' thoughts. Therefore, ideological and political education should get out of the misunderstanding of traditional discourse, return to the life world of college students, go deep into the specific context of students' actual development needs and complex practical problems, make the theory close to students' daily life, and avoid the disadvantages of emptiness and formalism; at the same time, It is necessary to guide students to go beyond life itself, see clearly the essence behind the phenomenon, and guide students to comprehend the mainstream ideology in the context of diversified social thoughts. How to integrate logical and meticulous theoretical content into the rich real life of college students with flexible teaching discourse, how to convert abstract teaching discourse into narrative discourse that meets the needs of students, and meets the "expectation horizon" of college students for ideological and political education A key link in the effectiveness of political education.

(2) In line with the " expectation horizon " of college students for ideological and political education , the discourse of ideological and political education should shift from text narrative to image narrative. Compared with boring text narratives, contemporary college students are more inclined to image narratives that are intuitive and visual. The image-based and visual-medium communication form not only changed the traditional text-centered information transmission method, but also had a subversive impact on people's reading methods and cognitive models, and brought new opportunities to the new generation of college students. A unique discourse experience. In particular, the perceptual narrative method based on images, games, videos, etc., breaks through the boundaries of time and space under the blessing of media technology, and caters to the desire of young college students to pursue novelty, excitement, and shock with the intuitive sense and sense of presence. Gain great spiritual satisfaction in a relatively short period of time. Therefore, contemporary college students are more inclined to image narratives with strong sensory stimulation, wide information tolerance, and vivid communication forms. They are also called " picture reading generation", "short video generation" and "game generation". Ideological and political education can better meet the " expectation horizon " of college students for ideological and political education.

3. Promote internalization: generate the “second text” of ideological and political education for college students

“Only when an idea is internalized and put into action can ideological and political education be meaningful.”^[4] The internalization of ideological and political education is the only way to accept the content of ideological and political education and an important manifestation of the acceptance effect. Reception aesthetics attaches great importance to the realization of the " second text "in the reader's aesthetic process. The " second text " in reception aesthetics means that after being read by the reader, it is integrated with the reader's own emotions, and is processed, transformed and polished according to his own emotional needs to form his own aesthetic feeling. Ideological and political education should also pay attention to the realization of the "second text" of the educated. During the education process, the educated should integrate their own experience and experience through their own thinking based on the ideological and political education content taught by the educator. A new state of cognitive identity, which is the " second text " formed by the educated. The text may be a correct understanding based on the content of ideological and political theory, or it may be a negative understanding. Paying attention to the " second text " of ideological and political education means that we test the acceptance effect of the educated, grasp the trajectory of the ideological changes of the educated, and find our own shortcomings in the feedback of the "second text" to promote continuous changes in educational content and methods. Enhance pertinence to avoid blindness and form a virtuous education circulation system, a spiral upward process.

To learn from the "second text" in ideological and political education and achieve the internalization of ideological and political education for college students, it not only requires educators to impart correct ideas and moral norms to the educated, but more

importantly, the educated must pass their own The movement of ideological contradictions changes the educational goals from external regulations to self-orientation, changes the educational methods from external indoctrination to self-internal regulation and guidance, and gives full play to the role of the learners' autonomy, self-action and free analysis, guidance, and choice, so that Educated people change from an object status to a subject status, use correct ideas to overcome wrong ideas, establish a correct world outlook and outlook on life, and achieve the purpose of subjective development and creative development. In ideological and political education, we should draw on the "second text" to realize the internalization of college students' ideological and political education in various ways, such as creating a self-education environment for the educated, guiding the educated to understand the modern self; encouraging the educated to persist in themselves Learning; guiding the learners to carry out self-assessment, self-reflection, self-motivation, self-monitoring, and self-development; helping the learners to self-adjust, etc. In short, ideological and political educators should guide the educated to summarize life experience, be good at reflection and self-transformation, and strengthen practical moral training ; they should encourage the educated to be strict in dissecting themselves, dare to face up to their own shortcomings and mistakes, and follow certain regulations The system regulates and controls one's words and deeds, uses the power of reason to control emotional impulses, restricts deviant words and deeds, sublimates subjective understanding, and improves moral behavior capabilities.

Epilogue

Exploring ideological and political education in conjunction with reception aesthetics can help expand the disciplinary vision of ideological and political pedagogy, make full use of and draw on the research methods and latest achievements of related disciplines, and promote the innovation of ideological and political theoretical education in universities. It is the current research on ideological and political theoretical education in universities. A path worth trying. Ideological and political education for college students must fully take into account students' subjective nature, accurately grasp students' internal " needs " for acceptance , and promote the internalization of ideological and political education, thereby reducing the imbalance between supply and demand of ideological and political education, optimizing educational paths, and improving college students' understanding of ideological and political education. The acceptance level of education generally improves the effectiveness of ideological and political education for college students.

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