

Research on the effectiveness of ideological and political education from the perspective of acceptance theory

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Abstract: Acceptance is one of the most common phenomenon in human social life, but in the ideological and political education in the long term, people often only pay attention to the discussion of aspects of teaching, to the neglect of the acceptance of the thinking on education, the specific performance for long-term to education as the main mode of education, recipients has not been brought into full play subjective initiative. Of non-ideal effect of the ideological and political education mainly accepted effectiveness is not ideal. In a sense, the effectiveness of Ideological and political education relies on the subject of acceptance. Therefore, it is particularly urgent and important to study the effectiveness of ideological and political education from the perspective of acceptance theory.

1. Introduction

The fundamental purpose of ideological and political education is to improve people's ability to understand and transform the world. This should not only give play to the leading role of the educator, but also reflect the subject position of the educator, and give full play to the subjective initiative of the educator. In the actual ideological and political work, many ideological and political educators complain that ideological and political work is difficult to do, people are reluctant to accept ideological and political education; and many educated are unwilling, and the phenomenon of "false acceptance". The ideological and political education work has encountered serious teaching difficulties and obstacles, and the rational analysis of its reasons are various.

2. Accept the ideological and political education

2.1 Basic meaning of acceptance

Acceptance is one of the most common phenomena in human social life. It is usually understood as acceptance and tolerance, which literally means active and voluntary. As a noun, acceptance represents a result and a state; as a verb, acceptance represents a relationship and a process. Academically speaking, "acceptance is the category of the relationship between the object of ideology and culture and their recognition. It marks is the language symbol representation of ideological and cultural object of information selection, interpretation, understanding and integration and use of epistemology relationship and practice"^[1], from the perspective of system, dynamic, accept system by the subject, object, intermediary, environment, process of the five

elements, the process is to accept the subject and object two-way construction, two-way development process, is a process of internalization and, is a process of externalized practice."^[2]From this, we can see that acceptance is a kind of cognitive and practical activity of human beings, the result of the interaction between subject, object and environment, and the process of the subject's reflection, selection, understanding, interpretation, practice, integration, internalization and externalization of the receiving object for its own needs.

2.2 The basic meaning of ideological and political education acceptance

As for the meaning of ideological and political education acceptance, there are different views in academic circles. In the book *Acceptance of Ideological Education*, Qiu Baisheng believes: "It is an active activity that the accepting subject chooses and absorbs ideological education information under the influence of the external environment, especially under the control of education."Emphasize that" people's ideological and political moral character is gradually formed and developed in the process of interaction between social environment influence, educational control and individual subjective initiative "^[3]. In this view, the process of internalization acceptance is obviously incomplete, and it is obviously not comprehensive to understand the result of acceptance as the formation of ideological and political morality of the subject. The author agrees with Zhang Yaocan et al in *Modern Ideological and Political Pedagogy* that "acceptance of ideological and political education refers specifically to the acceptance activities that take place in the field of ideological and political educationthe".It reflects the "interrelationship between the receptive subject and receptive object of ideological and political education.It is the receptive subject who,out of his own needs and under the influence and effect of the environment.The continuous and complete process of absorbing, selecting, integrating, internalizing and externalizing the receptive object through the receptive mediator.Acceptance results in the formation of internalized human spirit and externalized behavior."^[4]

3. The practical dilemma and acceptance obstacle of the effectiveness of ideological and political education

3.1 The practical dilemma of the effectiveness of ideological and political education

After years of development, ideological and political education has made rich achievements in the field of theory and practice, but under the new situation, it also faces many challenges, which affects its effectiveness. First of all, the infiltration of ideology in western countries has caused a certain degree of spiritual confusion, fuzzy values and lack of faith. Secondly, the world is characterized by the coexistence of diverse cultures and the stirring of various social currents, influencing people's values in different forms and degrees, making the value-oriented function of ideological and political education challenged. Thirdly, the characteristics of information network transcend the space and time, break the constraints of social system and ideology between countries and regions, affect people's ability to judge ideological and political theories, and interfere with the educational function of the main position and the main theme of ideological and political education.

The problems existing in the practice of ideological and political education are also the key to improve its effectiveness. Ideological and political education is a social practice activity in which the society or social groups exert purposeful, planned and organized influence on their objects with certain ideas, political views and moral norms, so that they can form the ideological and political quality and moral quality that meet the needs of a certain society. In essence, the ideological and political education is an educational activity aimed at the core values, and its important functions lie in guiding the political direction, stimulating the spiritual motivation, shaping the individual

personality, cultivating the core values, and regulating the behavior. From the perspective of social function and individual function, ideological and political education is a practice of subject education with human objects. However, in the specific practice process, some departments do not pay attention to individual value and lack of humanistic care for the receiving subject. Some ideological and political educators ignore the psychological characteristics and psychological laws of individuals, and ignore the subjectivity of the educational objects in the process of ideological and political education, which affects the effect of ideological and political education.

3.2 Ideological and political education acceptance barriers

3.2.1 The cognitive obstacle of the receiving subject to the ideological and political education

Although the subject of ideological and political education takes the established psychological background in the process of relevant education acceptance, the difference between individuals under the psychological background is also an objective existence, which directly affects the acceptance status and acceptance effect of different subjects. Therefore, the individual differences of the receptive subjects should be valued in practice. Generally speaking, the individual differences of accepting subjects are highlighted in the differences in cognitive structure, internalizing ability and mental state.

Cognitive barriers to acceptance of the subject's needs. Marx once said, "If any man does not do anything for his own need and for an organ of this need, he cannot do anything." From the perspective of acceptance, the educational process is also the process of the subject receiving education. In the ideological and political education, the receiving subject is the real person in need, and the accepting activities are carried out under the drive of its needs, which constitute the starting point and destination of the receiving subject. Therefore, the ideological and political education should pay attention to the needs of the receiving subject. Different types of education include knowledge-driven, truth-driven or politically-driven. In fact, the positive effect of emotion is a huge, subtle spiritual force that acts as a catalyst, modulator and stabilizer in receiving activity.

3.2.2 Acceptance barriers caused by educators

The obstacle caused by the lack of educational language ability of educators. Language is the dissemination and expression of ideological and political education thoughts. The communicators of ideological and political education mainly use language to convey educational information and make the receiving subject finally accept it. Therefore, it is particularly important to enhance the language ability of educational communicators. At present, to a certain extent, political and ideological education is perceived by the recipients as "a textual educational paradigm characterized by closedness, intellectualization, dogmatization, idealization and pan-politicalization. It lacks of equal communication and dialog". It lacks of relatability, purely academic language, empty preaching, which tends to make university students apathetic to publicity and education. They are even rejected, thus making ideological and political education fail to achieve the expected results. At the same time, the improper positioning of educators and the lack of influence also cause barriers to the educated. The effective transmission of educational information requires good communication between the educator and the recipient, so as to achieve mutual understanding and effective communication. At present, some ideological and political education workers themselves to the content of the education cannot accurately grasp, ignore the educatee thought law study, in the teaching education of emotion, will cannot be accepted, cannot stimulate the educatee learning interest, but will arouse some educatee indoctrination methods and teaching form of rebellious psychology, lead to accept subject obstacles.

3.2.3 Environment-induced barriers to acceptance

As a specific social practice system, ideological and political education exists and develops in the continuous communication with the environment. The environment is the "big stage" of the dynamic activities of ideological and political education, which can have an important impact on the relevant education process and its effect. Therefore, it is of positive significance to pay attention to and constantly optimize the environment of the receiving subject to improve the acceptance effect of education. As far as the environment of the accepting subject is concerned, from the perspective of scope and size, it can be summarized as two types of macro environment and micro environment. In terms of the macro environment, it refers to the social and political environment, social and economic environment, social and cultural environment and other general environment or "grand climate". As far as the microenvironment is concerned, it refers to the small environment or "microclimate" such as the organizational environment, interpersonal environment and family environment.

At the same time, in recent years, the Internet has exerted more and more influence on ideological and political education. On the one hand, the network has changed people's way of life and the way of its convenience and effectiveness, which is the channel of the subject to receive the ideological and political education information and the global diversification and the positive effect of ideological and political education will be greatly reduced. In the process of ideological and political education, we should be particularly alert to the obstacles caused by the negative influence of the network.

4. Strategies to improve the effectiveness of ideological and political education

4.1 Attach importance to the difference of the receiving subject, and fully mobilize the initiative of the receiving subject

In view of the individual differences of the receiving subject, we should earnestly do the relevant education: first of all, in the educational requirements to adhere to the advanced nature and extensive unified as MAO Zedong said: "wherever there are people, there are more positive, intermediate and relatively backward three parts of people". Therefore, the same educational requirements cannot be applied for all receiving subjects; Secondly, the content of education should be harmonized between dominance and diversity. In particular, it is necessary to think deeply about the contradiction between the stability of educational content and the variability and openness of social reality, and how to enhance the self-renewal ability of educational content under the guidance of Marxism; again, the unity of generalization and personalization in educational methods. That is, we should be good at taking appropriate methods to carry out relevant education according to the objective reality, and avoid the uniformity in methods.

As far as the needs of the receiving subject are concerned, in practice, when a specific need of a certain type is met, a new and specific need of this type will arise. In ideological and political education, in order to fully realize the needs of the receptive subject, we should effectively do the following: first, we should expand the relevant educational content to meet the needs of the accepting subject; second, we should be good at combining the daily life of the accepting subject to carry out the education point, find the entry point of education and solve the motivation of the accepting subject; again, pay attention to the guidance of the receiving subject. Emotional attention to the receiving subject should be enhanced. That is, in the process of education, educators should pour into the true feelings, true love and sincerity of the receiving subject, be good at arousing the positive emotions of the receiving subject to mobilize their enthusiasm for acceptance, and should pay attention to the emotional experience of the receiving subject, so that the relevant content to do

in the feelings of reason, reason in the feelings, the feelings of truth, feelings and reasoning, blend, in order to enhance the credibility and vividness of relevant content.

4.2 Enhance the influence of educators and strengthen the effectiveness of ideological and political education

Education bears the important task of ideological and political education for the educated, which requires them to have a higher Marxist theoretical accomplishment. We should strive to create an ideological and political education team with high political quality, good theoretical accomplishment, solid humanistic knowledge, and good moral cultivation and personality charm. Ideological and political educators should always bear in mind their mission, strive to improve their own level of Marxist theory, constantly improve the knowledge structure, enrich the cultural heritage, enhance their own attraction and influence, and become the leader in the spiritual life of college students.

Educators, especially, should pay attention to the innovation of teaching methods, choose appropriate education and teaching methods according to the types and characteristics of the educated, and constantly explore the thinking way of thinking with the educated.

4.3 Optimize the acceptance environment, and constantly improve the effectiveness of ideological and political education

Optimizing the environment is a systematic and complex project, which requires the concerted efforts of the country, society, families, educators and recipients, rather than by the guidance of educators. For educators, the role in the optimization of the environment is mainly manifested in giving scientific answers to various social phenomena theoretically, promoting the construction of good social atmosphere, school spirit and study style, as well as promoting the construction of good social and cultural construction and campus culture.

5. Conclusion

In the ideological and political education, the perspective of education from educators to educatees, the idea of education from authority to service, education process should pay attention to the need of the educatees, knowledge structure, emotion, will, practical experience analysis, stand on the position of education choose education method, create education situation, education content. In short, ideological and political education should take the educated as the center and starting point of education, and truly realize the unity with the goal and destination of ideological and political education, which is of great significance for comprehensively improving the overall strengthening of ideological and political education and improving the effectiveness of ideological and political education.

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