

Research on the Ideological Function of Work Process-oriented Ideological and Political Education

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Abstract: With the progress of educational informatization from 1.0 to 2.0, educational reform has gone deeper. With the support of modern technical tools, ideological and political teaching in colleges and universities has obvious network traces. However, no matter what kind of teaching mode, it should ensure the stable play of ideological function of ideological education. The work process-oriented theory plays a guiding and guaranteeing role in the ideological function of ideological and political education. Based on the theory of work process-oriented and the practice of ideological and political education, this work discussed the ideological function of ideological and political courses in colleges and universities, so as to enhance the ideological and theoretical nature of ideological and political courses, highlight the affinity of their teaching, improve the teaching effectiveness, and give play to the value of ideological education.

1. Introduction

As a comprehensive theoretical system that pays more attention to the work process, the work process-oriented theory has been introduced into China in the early 21st century and combined with education. Based on the theory of work process-oriented, ideological and political teaching in colleges and universities has achieved a phased division and progressive hierarchy. It is no longer a dry theoretical explanation, but more concerned with the subject status of students and the value of the subject of learning [1]. It stimulates students' enthusiasm for learning and improves their consciousness of learning, thus achieving ideal teaching expectations. Relying on the process-oriented theory, colleges and universities should do a good job in ideological and political education, so that ideological function of ideological and political education can play a more stable role and realize the cultivation and output of high-quality talents.

2. Connotation of Work Process-oriented Theory

The work process-oriented theory originated in Germany in the 1990s. The work process-oriented theory originates from the work procedure of the enterprise, which refers to all the work procedures that an enterprise experiences from the beginning of a work task or procedure to the moment when it finally obtains the work result. It is a complete and comprehensive work process that is always in motion. In the theoretical system of work process-oriented theory, there are mainly five elements: working object, laborer, working work, working method and working result, which are carried out in a certain time and space order, so as to obtain the final work results, and focus on the dynamic and continuous working process of the activity work results.

3. Interpretation of Ideological Education Function in Ideological and Political Education

Ideological and political education has functions of ideological function and non-ideological function, among which ideological function is the core function. The so-called ideological function of ideological and political education means that ideological and political education has the characteristic and efficiency of spreading and inculcating ideology to the educatees, making the educatees form the system of ideological morality and values expected by the educatees, so as to guide and standardize their own behaviors accordingly.

4. Ideological Function of Ideological and Political Education Based on Work Process-oriented Guidance

Based on the work process-oriented theory, the ideological function of ideological and political education can be divided into three consecutive links and four stages. The three links refer to the design of functional objectives, the practice of functional behavior, and the display of functional results, that is, the subjective assumption of educators is transformed into objective functional results through educational practice; the four stages refer to the establishment of functional orientation, the occurrence of functional behavior, the exertion of individual function and the exertion of social function. The first stage belongs to the function goal design link, the second stage belongs to the functional behavior practice link, the third and the fourth stage belongs to the function and result display link [2].

4.1. The establishment stage of functional orientation

The ideological function of ideological and political education carries the task of inculcating and spreading the mainstream ideology in education, and it is not allowed to violate the functional expectation of the ruling class in terms of functional orientation. It can only serve the fundamental interests of the ruling class first, which is the basis for the existence of ideological and political education. From the perspective of the ruling class, the process of establishing the ideological function orientation of ideological and political education is actually the process in which the ideological and political education system inevitably and unconditionally recognizes and internalizes the functional expectations of the ruling class. Certainly, this is an ideal state. In practical work, the orientation of ideological function of ideological and political education is also influenced by non-mainstream ideology from other social groups. It first involves the selection and establishment of the mainstream ideology, which can not be completed independently in the ideological and political education system, but is closely related to the guiding ideology of the ruling class. As far as the ruling class is concerned, its guiding ideology can only be unitary and cannot be pluralistic. At present, Marxism is the fundamental guiding ideology of China, the mainstream ideology of the society, and the orientation of ideological function of ideological and political education.

4.2. The formative stage of functional behavior

After establishing the ideological functional orientation of ideological and political education, it does not immediately enter the formative stage of functional behavior, but needs certain material and spiritual investment to transform into functional behavior. This process is restricted by the social system and the ideological and political education system. From the perspective of the restrictive factors of the social system, the main factors are the degree of social attention, social evaluation and material input to the ideological and political education. The spiritual and intellectual input of the ideological and political education system is another important factor, which mainly refers to the scale and professional quality of the educators' team construction. Educators are the main body of functional behavior, and the number and scale of educators and professional quality play an extremely important and sometimes decisive role in the effect of functional behaviors. In order to achieve the ideal functional effect of ideological and political education, educators are required to consciously combine the ideology of the ruling class with the actual needs and functional expectations of the society, internalize into the educational objectives, educational guidelines and guiding principles of ideological and political education, and choose reasonable and effective educational methods to arouse the enthusiasm of the educatees, so that the mainstream ideology can be spread to the educatees completely. This stage is not only the intermediary link to transform functional expectation into functional result, but also a core link.

4.3. The exertion stage of individual function

After the occurrence of ideological function behavior in ideological and political education, the first result presented is how well can the individual function play. This stage is also influenced by

subjective and objective factors, and the results are different. From the perspective of objective factors, after the implementation of ideological and political education by educators, it is the individual educatees who are first affected. In addition to being influenced by the mainstream ideology instilled by educators, the educatees are also affected by the environment from various aspects, including the family environment, school environment, and social environment. At the same time, the quality of the educatees has a great influence on the indoctrination and digestion of all aspects. From the perspective of acceptance, educatee is the internal cause. If the cultural background and psychological stereotype of the educated are taken as the frame of reference, the above influences can be classified into dominant homogenous influence, dominant heterogeneous influence, recessive homogenous influence and recessive heterogeneous influence [3-4]. The dominant influence and the recessive influence are also relative, which can be transformed into each other in a certain situation. In the process of function occurrence, since the influence that educatees receive is manifold, the nature of these influence is also different, and the educatees also have individual characteristics, the behavior performance of the educatees after receiving education may not be completely consistent. If the functional expectation of the ruling class is taken as the frame of reference, there are at least three possibilities for the results of individual function: first, "positive function", which identifies with the ideology instilled by educators, forms the ideological and moral qualities expected by the ruling class, and regulates and restrains their own behaviors; second, "zero function", which is indifferent to the ideology instilled by educators, and it is difficult to serve as a criterion for action; third, "negative function", which rejects the ideology instilled by educators and has opposite views and understandings [5].

4.4. Exertion stage of social function

The reason why the individual function is regarded as the primary function and the social function as the secondary function is that the society is composed of individuals, and the individual function is the premise and condition of the social function. Without the performance of individual function, it is impossible to have social function. From this point of view, individual function and social function permeate each other, and their division is also relative, so it is difficult to distinguish absolutely in chronological order. If the whole society is regarded as an organism, the factors that affect the ideological function of ideological education can also be divided into subjective and objective. Subjective factors are mainly social psychology and traditional customs, while objective factors are domestic environment and international environment. Since the social function of ideological and political education is influenced by many factors, its function results are diverse [6]. If the functional expectation of the ruling class is taken as the reference standard, the ideological function of ideological and political education can be divided into three possibilities: first, the public responds positively to the mainstream ideology, and the whole social thought is unified, at least in the situation of "one main and pluralistic", which has both leading guiding ideology and various non-mainstream ideologies support, showing the overall result as "positive function"; second, the public reacts coldly to the mainstream ideology, showing the overall result as "zero function"; third, there is no obvious mainstream ideology in the society, and there are many kinds of ideologies that conflict with each other. People's thoughts are at a loss, their beliefs are lost, and their thought are confused, showing the overall result as "negative function".

5. Summary

The ideological function of ideological and political education is composed of three links and four stages, which accords with the theory of work process-oriented, corresponds to the practice of functional behavior after the expectation of functional goal, and enters the function display link. In the process of the implementation of work process-oriented teaching, it is necessary to pay attention to the subject value of students, highlight the subject status of students' learning, and realize the hierarchical advancement of teaching with the help of the innovation of teaching content and teaching methods, so as to complete the function orientation of ideological and political education. It is feasible and necessary to apply the concept of work process-oriented to the practical teaching

of ideological and political theory course, and it will play an important role in guiding the direction of strengthening the practical teaching of ideological and political theory course, so as to give full play to its ideological function.

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