

Research on Education of Marxist Philosophy Practical Thinking Mode Based on Practical Category

Wang Tongyu

College of Arts & Information Engineering, Dalian Polytechnic University, Laoning, Dalian 116400, China

Email: Tongyuwang@126.com

Keywords: Practice, Marxist Philosophy, Practical Mode of Thinking, Education

Abstract: the Concept of Practice is an Important Category of Marxist Philosophy. It Has an Important and Even Core Position in Marxist Philosophy. This is the Consensus That Has Been Reached in the Academic Circle. Marxist Philosophy Takes the Category of Practice as Its Logical Basis, and the Development of Internal Regulations in the Category of Practice Has Organically Unified Dialectics, Materialism, Natural View, Historical View and Epistemology, Thus Making Marxist Philosophy an Organic Whole Closely Linked in Internal Logic. in Order to Realize the Sublimation of Marxist Philosophy Education, It is Necessary to Carry Forward and Implement Marx's Practical Thinking Mode in Marxist Philosophy Education in Order to Highlight the True Marxist Philosophy Education. through Systematic Analysis and Research, This Paper Holds That the Emergence of Practical Thinking Mode as a Philosophical Viewpoint Has Its Important Background of the Times, and the Essence of the Development of Marxist Philosophy is the Change of Traditional World Outlook, Which is Essentially a Change of Thinking Mode.

1. Introduction

For the Basic Principles and Concepts of Marxism, We Should Understand, Understand and Practice Them from the Development of Keeping Pace with the Times, and We Should Also Understand “Practice” from This Perspective [1]. Marxist Philosophy is an Overall, Comprehensive, Scientific and Highly Abstract Understanding of the World. However, the Theoretical Circle Simply Understands the Great Changes Brought about by This Understanding as the Unity of Materialism and Dialectics, and Mechanically Divides the Unified Marxist Philosophy into Ontology, Epistemology, Dialectics and Historical View. the Practical Viewpoint is Not Only the Primary Basic Viewpoint of Marxist Epistemology, But Also the Primary Basic Viewpoint of All Marxist Philosophy [2]. the Scope of Practice Seems Simple and Clear, But It is Not. It is the Most Complicated and Difficult Problem in Marxist Philosophy Theory. It Involves Not Only the Grasp of Marxist Philosophy System, But Also Almost All the Contents of Marxist Philosophy [3]. in China, the Philosophical Thinking Mode of Mao Zedong Thought and Deng Xiaoping Theory Enriches and Develops the Practical Thinking Mode. Practical Thinking Mode Has Played a Great Role in Philosophy Education in Colleges and Universities. Nowadays, in Order to Return Marxist Philosophy Teaching to Its Theoretical Nature, It is Necessary to Carry out Teaching Innovation through Practical Thinking Mode.

2. Definition of Practice Category

First of all, we need to define the scope of practice. The practical category of classical dialectical materialism begins with Engels' understanding of practice. When Marx claimed that “philosophers only explain the world in different ways, but the problem lies in changing the world”, he was criticizing not only the previous philosophers, but also all the previous philosophy. The totality thought of philosophy is the thought of studying the object of philosophy as a whole. Since modern times, Kant distinguished “theoretical rationality” from “practical rationality” and made the concept of practice a very important concept in philosophy. Kant believes that human reason has two

functions: cognitive function and volitional function: the former is theoretical reason and the latter is practical reason. He understood practice as “experiment and industry” and stressed the importance of practice in this sense for understanding the world [4]. Later, Lenin clearly regarded practice as an epistemological category, and believed that the viewpoints of life and practice should be the first and basic viewpoints of epistemology. People look at the world through practice, and also analyze problems and grasp the world through practice. Only by understanding the practical way of thinking can we understand the inherent nature of philosophy. Only by grasping the mode of practical thinking can we grasp the spiritual essence and fundamental characteristics of Marxist philosophy [5]. Practice is a philosophical category with universality and rich connotation. We should broaden the connotation of the existing practice category according to Marx's original thinking and construct the entire Marxist philosophy based on it.

3. The Importance of Practical Thinking Mode in Philosophy Education in Colleges and Universities

3.1 The Significance of Practical Thinking Mode and Philosophy Education Idea Innovation

At present, the trend of knowledge-based philosophy education curriculum in our country's institutions of higher learning deviates from reality, resulting in an increasingly serious humanistic crisis. Under such circumstances, philosophy education in our country's institutions of higher learning should continuously reflect on or rebuild philosophy teaching philosophy. The practical thinking mode of understanding relevant philosophical issues from practice surpasses all the traditional thinking modes of old philosophy and is the fundamental thinking mode of Marxist philosophy. It is on this basis that Marxist philosophy has realized the change of its basic point and standpoint. There is no doubt that nature, the universe in which we live, existed long before human beings came into being. However, this so-called “prior” is still the origin of the human coordinate system and is recognized and confirmed through human practice [6]. Marx's concept of practice is shown in his criticism of Feuerbach, and its difference from Feuerbach is extremely obvious. Not only that, but also from this comparison, it can be seen that it is hard to say what substantive connection it has with the main tradition of western practical philosophy. Even from a “purely doctrinal” perspective, the so-called connection is hard to find [7]. It only interprets the world from the way of thinking of materialist dialectics, and at the same time it continuously interprets objectified philosophy. The innovation of philosophy education curriculum concept in our country's colleges and universities needs to reinterpret the educational function of philosophy education in the way of practical thinking, mainly from the perspective of materialist dialectics to the way of practical thinking.

3.2 The Significance of Innovation in Practical Thinking Mode and Philosophical Education Method

Philosophy education in our country's colleges and universities should establish a teaching method of combining theory with practice, and the practical teaching method should be used in philosophy teaching to realize the concrete practice of teaching method in philosophy education class. Secondly, philosophy education should focus on philosophy and methodology. Engels said: “Marx's whole world outlook is not a doctrine, but a method. What it provides is not a ready-made dogma, but a starting point for further research and methods for such research. “ Because the object world has become an “object” because people move, live and create in it. The world of objects has objectivity, which is for the minds of people who are practicing it. Therefore, it is not an absolute objectivity that has nothing to do with people. The practical mode of thinking has further standardized the Marxist philosophy theory, guiding people to study new situations and solve new problems in the development of Marxist philosophy with the practical mode of thinking, practical principles and practical methods [8]. Using practical thinking mode to create a brand-new Marxist philosophy education mode to promote the students' pace of progress, also fully understand the inevitable connection between Marxist philosophy and human beings, and at the same time realize

the practical value of Marxist philosophy in the aspects of human social fairness and justice. Therefore, practice is a historical undertaking and a realistic activity that generates and changes the dialectical unity of the world. The category of practice and the thinking mode of practice are just the reflection of this kind of practice in philosophy.

3.3 Practical Thinking Mode and Significance of Innovation in Philosophical Education Content

From the perspective of educational content, the educational view from the perspective of practical thinking mode requires the implementation of the dimension of interaction and unity of morality, intelligence and physique in teaching. In terms of educational content, people's novelty and curiosity not only drive people to explore the objective world, but also create people's thirst for knowledge and imitation, making it possible for people to receive education. Therefore, in order to construct a Marxist philosophy system that conforms to the theoretical nature of Marxist philosophy, we must construct it according to the practical thinking mode created by Marx for us. The Marxist philosophy thus constructed is the true Marxist philosophy. After Marxist philosophy has determined the reality of human beings and their practical activities as the basis of the real world, "facts" have entered the overall concept of "practice". If education wants to make educated people grow up in an all-round way, it should be understood in this way [9]. Marx said, "We understand education as the following three things: first, intellectual education. Second, sports, that is, the kind of things taught in sports schools and military training institutes. Third, technical education, which should enable children and adolescents to understand the basic principles of each process of production. The practical mode of thinking embodies the harmony between man and nature, effectively changes the mode of thinking of traditional philosophy, and reveals the general laws existing in nature, society and the field of thinking by using the practical mode. On this basis, the interpretation of the practical thinking mode of Marxist philosophy can highlight the practicality of Marxist philosophy and deepen the theoretical implication of Marxist philosophy.

4. Countermeasures of Applying Practical Thinking Mode in Philosophy Education in Colleges and Universities

4.1 Practical Mode of Thinking Guides the Improvement of Philosophy Education Concept in Colleges and Universities

The improvement of Marxist philosophy education concept involves a variety of levels, but its basic guiding ideology should implement the practical thinking mode and build the basic quality of practical thinking such as people-centered, reflective criticism and keeping pace with the times into the basic framework of philosophy education. The traditional Marxist philosophy textbook system expresses a thinking mode of the old philosophy material ontology, and does not convey the practical thinking mode of the true Marxist philosophy at all. If human survival activities can be divided into "practice" and "concept", then human philosophy can be divided into practical philosophy and theoretical philosophy accordingly. Deconstructive practice defines the essence of Marxist philosophy, which in turn should be manifested through the systematic construction of practical thinking mode through constructive practice. The emergence of Marxist philosophy has led to the scientific development of humanism in a real sense and has gradually infiltrated into political, economic and educational fields. It also really makes "human" as a subject its status has been continuously promoted. Therefore, contrary to materialism, the dynamic aspect has been abstractly developed by idealism. Of course, idealism does not know the actual and emotional activities themselves. When teaching philosophy in class, educators should pay attention to the cultivation of students' innovative thinking, which requires management and cultivation to enable students to return to social life so as to make philosophy education in institutions of higher learning identify people-oriented educational purposes.

4.2 Practical Thinking Mode Promotes the Content Adjustment of Philosophy Education in Colleges and Universities

In order to realize the reform of philosophy education in colleges and universities, we must regroup the specific contents of philosophy education on the basis of establishing correct concepts. Of course, this combination is not random or random, it must be under the guidance of practical thinking mode, the content with sufficient times to the curriculum, become the basic concern of teachers and students teaching contact. Practical philosophy should aim at studying “observable practical activities” of human beings, while theoretical philosophy should aim at studying “conceptual activities” of human beings. On the one hand, through construction, the Marxist philosophy system is expressed in the logical form of the practice category “self-movement”. On the other hand, through deconstruction, the thoroughly critical revolutionary practice essence and function of Marxist philosophy can be realized. At present, the teaching content of philosophy education in our country's colleges and universities usually does not pay attention to the modification of the style of writing, which makes the content with certain individuality deliberately formalized, and the teaching materials are filled with stiff language and quoted argumentation, which makes it difficult for students to generate interest in learning philosophy topics. People have never been unwilling to be negative decision-makers. Nature itself cannot meet people's needs. People are determined to transform it through their own activities. Human's mastery of the world solves the unification of human and the outside world, human and nature. The establishment of the category of practice means the end of previous philosophy, the end of all philosophy aimed at providing “ultimate truth” for the world, and the establishment of the mode of practical thinking.

4.3 Practical Thinking Mode Promotes the Innovation of Philosophy Education Methods in Colleges and Universities

From the very beginning of philosophy's birth, philosophy has been represented by its concern for speculative thinking, and its academic system has been perfected and developed through continuous self-reflection and self-criticism. As a reflective and critical thinking activity, Marxist philosophy has made philosophy education in China's institutions of higher learning a kind of education focusing on thinking mode, that is, teaching students to establish correct concepts through philosophy learning. At present, in our country, Marxist philosophy is suspected of being marginalized, and there are many researches in this field. Marx once said: “The degree to which a theory can be realized in a country depends on the degree to which the theory meets the needs of the country.” Because if the real world is not understood as a world that is based on human practice and constantly changing in human practice, then there is no way to demonstrate the possibility of consciously changing the world and guide people to truly change the real world. Teachers should effectively apply the practical thinking mode to the teaching of Marxist philosophy, correctly understand the essence of Marxist philosophy, adhere to integrating theory with practice, avoid dogmatism and formalism, apply practice to the classroom, and combine teaching with hot social issues. For teachers, dialogue teaching also enables teachers to re-recognize their mission and value and further realize that knowledge is not neutral, which actually carries the differences and differences of ideology, culture, nationality, class, etc. In the process of teaching, teachers should pay attention to guiding students to have dialogues with philosophy history and modern philosophy, with natural science, humanities and social science, to discover philosophical problems from nature and society, to have dialogues with contemporary China and the world, and to reflect on major problems in China and the world with practical thinking and philosophical methods.

5. Conclusions

The nature of philosophy is to explore truth endlessly, and philosophy education must be in constant development and change. Deepening the teaching reform of Marxist philosophy, improving the teaching quality and teaching effect, and giving full play to its proper educational function is a complicated systematic project. Practice, as the “first category” of Marxist philosophy,

constitutes the inner logical cornerstone of Marxist philosophy. The development of internal regulations in the practice category has organically unified dialectics, materialism, nature view, history view and epistemology, thus Marxist philosophy has become an organic whole closely linked in internal logic. This is a profound manifestation of the integrity of Marxist philosophy. In order to change people's educational ideas, we must first change the traditional philosophical thinking mode and establish the Marxist practical thinking mode. At the same time, we should deepen the reform of education system, economic system and political system so as to make the traditional philosophical thinking mode and educational concept lose the realistic soil on which they exist. Philosophy education should adhere to the practical mode of thinking, integrate the practical mode of thinking into Marxist philosophy education, establish the “people-oriented, afraid of spoon education concept, so that students can learn to analyze and solve problems from the perspective of practice, thus promoting the all-round development of students' quality.

References

- [1] Jiang Lili, Zhang Feng. (2019). Three-dimensional Study on Ideological and Political Education of Ethnic Minority College Students Based on Practical Reason. *Journal of Xinjiang University: Philosophy, Humanities and Social Sciences Edition*, no. 4, pp. 61-67.
- [2] Wang Chengchen. (2017). On the Practical Thinking Mode of Marxist Philosophy. *Forestry Teaching*, no. 10.
- [3] Huang Lulu. (2018). Three levels of research on the connotation of practical teaching in current ideological and political theory courses. *Youth and Society*, no. 33.
- [4] Xu Zhenrong. (2017). Marxist philosophy and the cultivation of critical thinking ability of medical students. *Journal of Jinzhou Medical University: Social Science Edition*, vol. 15 no. 1, pp. 39-42.
- [5] Dai Yuyao. (2017). On the Research Methods of Accounting Theory from the Perspective of Marxist Philosophy. *Finance and Accounting Study*, no. 3, pp. 99-99.
- [6] Jiang Lili, Zhang Feng. (2019). Three-dimensional Study on Ideological and Political Education of Minority College Students Based on Practical Reason. *Journal of Xinjiang University: Philosophy, Humanities and Social Sciences Edition*, no. 4, pp. 61-67.
- [7] Li Liran. (2017). Teaching of “Principles of Marxist Philosophy” and Cultivation of College Students' Quality. *Yangtze River Series*, no. 7, pp. 213-213.
- [8] Liu Lili. (2019). College Students' Ecological Civilization Behavior Cultivation Education--Taking “Principles of Marxist Philosophy” as an Example. *The House of Drama*, no. 16, pp. 171-171.
- [9] Zhong Hongli. (2019). Research on the Promotion of Supply-side Reform in Community Education--Based on the Perspective of Marxist Philosophy. *Journal of Anhui Radio & TV University*, no. 2.