

Research Methods of Ideological and Political Education: Reflection and Transcendence

Zuowei He

Marxism College, Henan Polytechnic University, Jiaozuo 454003, Henan Province, China

Abstract: *Research methods are related to the development of ideological and political education disciplines. In view of the selection basis of the research method of ideological and political education, it is clear that the research object as the starting point, the subject attribute as the stipulation, and the educational object as the foothold. In addition, the development path of ideological and political education research methods requires establishing the overall concept, achieving the unity of theoretical construction and practical response, and the echo of practical research and academic research; improving the application level, deepening the use of speculative research methods, and optimizing the use of empirical research methods.*

Keywords: ideological and political education; research method; research object.

1. INTRODUCTION

Research methods are an important cornerstone for the discipline construction and development of ideological and political education, and the reliability and validity of academic research in ideological and political education are closely related to the application level of research methods. It is necessary to clarify the research basis of ideological and political education and carry out the development direction of it and improve the service ability of ideological and political education.

2. THE BASIS FOR SELECTING THE RESEARCH METHODS OF IDEOLOGICAL AND POLITICAL EDUCATION

The establishment of research methods in any discipline must follow the dual logic of both theory and practice. From the logic of discipline theory, the selection of research methods is inseparable from the study of the research object and subject attributes; from the logic of ideological and political education practice, the selection of research methods is closely related to the object of educational practice — the object of ideological and political education.

2.1 Research object: the starting point of establishing the research method of ideological and political education

Any research method is not universally applicable, and the choice and application of the research method of a subject must be subject to its object, that is, the particularity and complexity of the research object. It is the basis and premise of establishing the research method to clarify the research object of ideological and political education and analyze the essential attributes and main characteristics of the research object.[1]

2.1.1 Research object is the logical starting point of academic research in ideological and political education

The research object is the foundation of the discipline, and a discipline must have its unique research object, which defines the targeting of the problem research of the subject. It is the thinking about the research object and its essence that constitutes the basis of the construction of the discipline research methodology, and the understanding and grasp of the subject research object directly affects the perfection of the discipline methodology. It can be said that the biggest lack of the construction process of the discipline of ideological and political education is the lack of unified and clear understanding of the research objects, and the lack of in-depth discussion on the essential attributes of the research objects. To improve the research methodology of ideological and political education, and then to enhance the status of the discipline and the rigor and standardization of academic research, it is necessary to rethink and judge the research objects of ideological and political education first, and to analyze its internal correlation with the research methods.

2.1.2 Research object and comprehensive research method of ideological and political pedagogy

The research object of ideological and political education is the phenomenon and law of ideological and political education, among which the phenomenon of ideological and political education can be divided into "social phenomenon" of ideological and political education and "humanistic phenomenon" of ideological and political education. "Social phenomenon" focuses on the generation of ideological and political education in the field of social life, operation, change and development, aims to reveal "the law of ideological and political education to people", "humanistic phenomenon" namely people create their own thought formation, value judgment, behavior choice and spiritual cultural state, focusing on the personal world outlook, the outlook on life, values, political, moral formation and development process, to explore the law of "ideological and political quality formation and development". These two issues are in a field of blending facts and values, and certain class interests and value

relations will be permeated with conscious theoretical concepts or non-conscious unconscious.

2.2 Subject attribute: establish the stipulation of the research methods of ideological and political education

The research method should be adapted to the basic characteristics of the discipline. Is ideological and political education a humanities discipline or a social science? How does it differ from the other humanities and social sciences? What is the relationship between ideological and political education and Marxist theory and pedagogy? The answers to the above questions constitute the internal stipulation of the research methods.

2.2.1 The internal correlation between subject attributes and research methods

As we all know, the whole knowledge system of human beings can be divided into three categories: natural science, social science and humanities, and the research methods of the three subjects are different. In the process of ideological and political education research, for the pursuit of objectivity is particularly difficult, because, people's social life contains a lot of psychological, emotional, consciousness and other elements and information deep in people's heart, not easy to direct, pure and objective reflect and representation, and need through long deep communication between the researchers and researchers, understanding and communication to grasp.[2] On the other hand, social ideas and social reality are internally intertwined, which often causes the disturbance of ideas to the reality, and the complex movement and mutual relationship between ideology and material reality are difficult to distinguish. In this case, it is particularly important to make a more convincing explanation of the subjectivity and objectivity in the study of ideological and political education.

2.2.2 The particularity and comprehensive research methods of ideological and political education

The pursuit of truth is the eternal ideal of scientific research, and should also become the basic goal of ideological and political education research. The pursuit of value is not only a kind of purpose and intention of human activities, but also the ultimate motivation for people to actively engage in various activities. The complexity of the phenomenon and law of ideological and political education (especially the value factors) determines that the truth in the study of ideological and political education and the truth in natural science are not only consistent in essence, but also have their own characteristics, which are concrete, empirical and practical. This unique discipline attribute requires that the academic research of ideological and political education cannot be the same as the natural science, which can put the research subject outside the object and carry out the research with absolute objectivity and value neutrality. Many problems in the field of ideological and political education can not be solved independently by empirical research methods. In some studies, researchers must put themselves in specific ideological and political education situations, and use non-positivist methods of perception, understanding and interpretation to carry out research.[3]

2.3 Educational object: to establish the foothold of the research methods of ideological and political education

As a kind of educational practice activity, the ideological and political education faces the first prerequisite problem is what to carry out education? The unique educational object is the decisive factor that distinguishes ideological and political education from other categories of education. It standardizes and restricts the ways and methods of the discipline academic research, and is the final foothold of establishing the discipline research methods.

2.3.1 Internal correlation between the object of ideological and political education and research methods

Any understanding and practice activities should face their own object. Ideological and political education, as a kind of educational practice activities to cultivate and shape people, is no exception. As mentioned above, the research object of ideological and political education is "the phenomenon and law of ideological and political education", and the "law" contains the law of the formation and development of the formation and development of people's ideological and political quality and the law of shaping and cultivating people's ideological and political quality (the law of education). Although the research topics of the subject are very different, in the final analysis, it is the teaching object of ideological and political education practice. Some key problems existing in practical work and academic research, such as the weak effectiveness of ideological and political education, and the difficulty of ideological and political education research to serve practical activities, are largely rooted in the researchers' unclear understanding of the teaching object of ideological and political education.

2.3.2 Values studied as the object of ideological and political pedagogy

Education contains two basic dimensions, one is wisdom education, the other is moral education. Obviously, ideological and political education belongs to the latter. If intellectual education is mainly to spread scientific and cultural knowledge and take into account the penetration of values, then ideological and political education is based on scientific cognition, focusing on the dissemination and education of values, with the purpose to make students achieve "value identification".[4] If intellectual education is to teach students to learn, then ideological and political education is to teach students to learn to pursue consciousness. Fundamentally, the purpose of ideological and political education is to help people consciously transform their own subjective world, set up correct values, and arouse and promote the rational consciousness of people's own development.

3. THE DEVELOPMENT DIRECTION OF IDEOLOGICAL AND POLITICAL EDUCATION RESEARCH METHODS

After the comprehensive investigation of the research object, subject attribute and educational object of ideological and political education, it can be seen that the academic research of ideological and political education needs to adopt comprehensive research methods. We should construct a holistic concept of academic research, construct a systematic system of subject research methods, and promote the coordinated development of empirical research and non-empirical research.

3.1 Set up the holistic concept of ideological and political pedagogy research

Ideological and political education is an applied subject, and the theoretical research of the discipline should be directed to practical needs. To establish a holistic concept of academic research, we should promote the unity of theoretical construction and practical response, and the echo of practical research and academic research.[5]

3.1.1 Unity of theoretical construction and realistic response

Science is the essential regulation of the existence and development of ideological and political education. In order to make the ideological and political education give full play to its effectiveness and have a real impact on the ideological and political quality (especially the values) of the educated, we must first strengthen the basic theoretical research of the discipline. This requires the ideological and political education to strengthen the grasp and construction of the basic concepts, categories, laws and principles under the premise of adhering to the guidance of Marxist theory. The research is conducted on the basic theoretical propositions of ideological and political education subjects, such as subject attributes, educational objectives, main content, logical structure, functional characteristics, development law, value orientation and so on, and many controversial hot issues in the frontier of ideological and political education.

3.1.2 Practical research echoes academic research

In the study of ideological and political education, we can distinguish whether a research topic is a practical problem or a academic problem. Of course, science is inseparable from reasoning, but there are fundamental differences between them.[6] Reason is the truth, law and mechanism contained in the thing itself. The principle of humanity is mainly prescriptive, but such value provisions must be based on the fact itself, rather than a certain concept imposed at will, that is, the unity of regularity and purpose. For example, the setting of the principles and methods of ideological and political education must be based on the factual investigation of the actual situation of the ideological and political quality of the educated and the adherence to the law of people's education, so as to conform to the truth of ideological and political education and the value of ideological and political education can be highlighted.

3.2 Improve the application level of research methods in ideological and political education

There are some significant problems in the field of ideological and political education research methods, which can be summarized as "false empirical research and not deep speculative research".[7] In order to promote the connotative development of ideological and political education disciplines and improve the ability of academic research of ideological and political education to serve practical activities, we must strive to improve the overall application level of discipline research methods.

3.2.1 Deepen the use of critical thinking research methods

In the academic research of ideological and political education, it is necessary to deepen the application of critical thinking methods, give full play to the role and charm of critical thinking research methods, deeply study the particularity of contemporary values and the regularity of value education, and refine valuable research questions. We should strengthen the micro research, individual research and dynamic analysis of ideological and political education, promote the transformation of the academic research of ideological and political education from "concept oriented" to "problem oriented", enhance the depth of theoretical demonstration, and analyze the problems of ideological and political education more carefully and fundamentally.

3.2.2 Optimize the application of empirical research methods

In the past 200 years, the empirical research methods in the field of scientific research, with the positivism method, empirical science gradually become the dominant way of thinking of scientific research, researchers even think so: if a kind of knowledge cannot be confirmed by experience, then the knowledge is improper, false, purely through the way of philosophical speculative knowledge, does not constitute a reliable knowledge. In the eyes of positivists, scientific research first emphasizes standardization and inevitably reflects objectivity and repeatability, and follows the basic logic of empirical research. If the research assumptions are the same and the methods are the same, it should be able to get the same conclusion. Generally speaking, empirical research methods often adopt quantitative and procedural means to achieve a clear, accurate and predictable research conclusions. Empirical research makes science fully show its own advantages of precision, accuracy and clarity, and its conclusions are also more convincing.

Acknowledgments

Thanks to all the professional books and papers that provide reference for the writing of this paper.

REFERENCES

- [1] Elbarby, translated by Qiu Xueqi. Social research methodological basis [M]. Beijing: Huaxia Publishing House, 2004:44.
- [2] Wright Mills. Sociological imagination [M]. Beijing: Life Reading New Knowledge Sanlian Bookstore, 2005:69.
- [3] Zhang Yaocan. Frontier of ideological and political education [M]. Beijing: People's Publishing House, 2006:130.
- [4] Zhang Yaocan, Xu Zhiyuan. The Subject Theory of modern Ideological and political Education [M]. Wuhan: Hubei People's Publishing House, 2003:264.
- [5] Chen Wanbai, Zhang Yaocan. Principle of Ideological and political pedagogy [M]. Beijing: Higher Education Press, 2007:245.
- [6] Jin Linnan. Philosophical meditation on the subject paradigm of ideological and political education [M]. Nanjing: Jiangsu People's Publishing House, 2013:300.
- [7] Yuan Guiren. Theory and practice of values [M]. Beijing: Beijing Normal University Press, 2013:312.