



Discourse Construction of Ideological and Political Education in Colleges and Universities under Multidisciplinary Discourse Theory

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ARTICLE INFO

Article history

Received: 20 October 2020

Revised: 22 October 2020

Accepted: 24 October 2020

Published Online: 31 October 2020

Keywords:

Discourse of ideological and political education in colleges and universities

Discourse theory

Discourse construction

ABSTRACT

The discourse construction of ideological and political education in colleges and universities is an important task to strengthen the leadership and discourse power of ideological work in colleges and universities. The relevant theories of western multidisciplinary discourse research provide rich theoretical reference for the discourse construction of ideological and political education in colleges and universities. Based on linguistics, sociology, political science, philosophy and other disciplines, ideological and political education in colleges and universities should reasonably absorb its theoretical achievements on the sociality, power, democracy and authenticity of discourse, providing theoretical and practical references for the construction of ideological and political education discourse in colleges and universities in terms of content, power, expression and value.

1. Introduction

The discourse construction of ideological and political education in colleges and universities is an important task to strengthen the leadership and discourse power of ideological work in colleges and universities. The traditional research on ideological and political education ignores the systematic research on discourse as the carrier of ideological and political education activities to a certain extent. However, linguistics, sociology, political science, philosophy and other disciplines have

made rich achievements and profound insights in discourse research, especially the relevant theories of western discourse research provide rich theoretical reference for the discourse construction of ideological and political education in colleges and universities. Based on this, exploring the discourse construction of ideological and political education in colleges and universities under the multidisciplinary discourse theory has positive theoretical and practical significance for enhancing the pertinence and effectiveness of ideological and political education in colleges and universities, breaking the current practical

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Fund Project:

This paper is the 2020 Key Research Base Project of Philosophy and Social Sciences of Shaanxi Provincial Education Department, "Educational Research on Strengthening College Students' Mainstream Ideological Identity under Cyberspace Governance" (No: 20JZ068), the key research project of Xi'an University of Technology's education and teaching reform, "Research and Practice of Curriculum Ideological and Political Teaching Reform under the Guidance of Party Building" (No. XJY1911).

dilemma of ideological and political education discourse in colleges and universities, and accelerating the construction of ideological and political work system in colleges and universities.

2. The Sociality of Discourse and the Construction of Discourse Content in Ideological and Political Education in Colleges and Universities from the Perspective of Linguistics

The study of discourse can generally be traced back to the father of modern linguistics, Swiss linguist Ferdinand de Saussure. Saussure first proposed the concept of “parole” independent of “language”. In Saussure’s view, “language” is actually a common denominator of all people’s “speech”. As a “social system”, it exists in everyone’s mind. As a “speech subject”, social individuals are full of characteristics of personal use in the process of self-expression by borrowing “language”. This heterogeneity needs to be investigated from the social environment. In other words, as a personal psychological category, “speech” is manifested in social life due to its variability.^[1] As a result, Saussure put forward the concept of “speech” with the same sociality as discourse. Until now, revealing the sociality behind discourse has become a hot research topic in linguistics. As an important method and inevitable trend of linguistic research, discourse analysis deeply discusses the sociality of discourse and further points out the independent construction of social existence by discourse. Norman Fairclough, a well-known British discourse analyst, once pointed out the positive and independent construction of discourse to society, that is, all discourse is not only a reflection of social existence, but also can actively construct social existence, that is, it emphasizes the reaction force of discourse to social existence.^[2]

Linguistics’s profound revelation of the sociality of discourse is helpful for us to deeply understand the importance of discourse content construction in ideological and political education in colleges and universities. On the one hand, the discourse content of ideological and political education in colleges and universities directly bears the specific content of ideological and political education for young students, such as the Party’s theory, national policy, ideological morality, value criteria, etc., and has obvious social functions, that is, the function of guiding young students’ ideology and constructing value order. On the other hand, the discourse content of ideological and political education in colleges and universities is not only an intuitive reflection of the content of ideological and political education itself, but also can guide young students to have a new understanding and absorption of the Party’s

theory, national policy, ideology and morality, values, etc. by virtue of the internal construction of the discourse content. Thus, the construction of ideological and political education discourse content in colleges and universities is related to the value shaping of young students. Therefore, colleges and universities should re-examine the urgency of the construction of ideological and political education discourse content. One is to face the needs of the country, the rejuvenation of the nation and the concerns of the society, update the discourse content of ideological and political education in a timely manner, so that the discourse content of ideological and political education can adapt to the latest requirements of the Party and the country for ideological and political education of young students in a timely manner. Second, on the basis of mastering the characteristics of the times, students and discourse laws, we should promote the discourse content of ideological and political education in colleges and universities to keep pace with the times and keep pace with the times, and scientifically construct the discourse content system of ideological and political education in colleges and universities. The third is to face the ideological needs of young students, keep up with the pace of development in the network era, fully absorb positive network discourse and life discourse, promote the appropriate translation of ideological and political education discourse content, and enhance young students’ understanding and recognition of ideological and political education discourse.

3. The Discourse Power and the Construction of Discourse Power in Ideological and Political Education in Colleges and Universities from the Perspective of Sociology

Continuing the research thinking of linguistics on discourse, sociology closely links more social factors such as power with discourse research. French post-structuralist Michel Foucault first tried to explain various social rules and practices of discourse use in different historical periods. Foucault believes that discourse must be regarded as a kind of social violence. Therefore, discourse essentially represents a practice of preset power relations. It actually means a rule of the game, indicating the objects it chooses and rejects, and inviting social individuals to voluntarily participate in self-construction.^[3] Therefore, Foucault not only pointed out the power demand behind the discourse, but also pointed out the self-construction of social individuals in the production of discourse. Similar to Foucault, French sociologist Pierre Bourdieu regards discourse as a kind of social symbolic violence that reflects a certain group’s status, thoughts and power, and proposes that

discourse is based on the interaction of “authority-belief” relationship, and constructs its legitimacy and legitimacy in the group’s identification with the power relationship behind discourse.^[4] As a result, sociology puts forward the power of discourse and the recognition of discourse power.

Sociology’s profound revelation of the power of discourse provides important theoretical basis and reference for us to construct the power of discourse in ideological and political education in colleges and universities. The so-called discourse right of ideological and political education in colleges and universities can be understood as that colleges and universities spread the meaning of ideological and political education to young student groups according to the purpose of ideological and political education, and thus establish the dominant power of mainstream ideology and young students’ recognition of mainstream ideology. Based on the height of constructing the discourse power of ideological and political education in colleges and universities, the discourse itself presupposes a certain social power relationship, and guides young students to voluntarily participate in self-construction in the presupposition of this social power relationship, that is, to form a certain world outlook, outlook on life and values, and to achieve self-identity. At the same time, through the structure of its own discourse content system, ideological and political discourse in colleges and universities is guiding young students to identify with mainstream ideology in the interaction of “authority-belief”. Therefore, the ideological and political discourse in colleges and universities should adhere to the guiding position of Marxism, take Marxist identity education as the main line, construct the discourse power of ideological and political education in colleges and universities, and enhance the discourse identity of young students to mainstream ideology.

4. The Democracy of Discourse and the Construction of Ideological and Political Discourse Expression in Colleges and Universities from the Perspective of Political Science

The issue of discourse and democracy has always been an important interest in political science research. Mary Ann Glendon, a famous American scholar, once attributed the “democratic disease” in American society to the form of “right discourse” in the United States. It is believed that although the excess public discourse of rights in the United States has a long-term social and moral connotation, it has turned the political discourse in the United States into a clumsy imitation of the discourse of rights, thus killing the opportunity of universal dialogue and damaging the cornerstone on which orderly democracy and freedom de-

pend^[5]. With the development of network technology, this discussion on discourse and democracy is more direct. As early as the 1970s, western academic circles put forward the theory of “tele-democracy” on the issue of discourse democracy in the Internet. Later, American scholar Cass R. Sunstein discussed the discourse in the Internet from the perspective of democracy. Sunstein believes that due to the regional virtual series connection, the public often gets screened narrow information on the network, which leads to the division of the society and the public opinion market, leads to “group polarization”, and makes it easier for various hate groups to connect and influence each other, thus leading to heterogeneous democracy^[6]. To this end, the Government should establish a network republic that can provide a multi-information environment.

The discussion of discourse democracy from the perspective of political science has important enlightenment significance for the construction of discourse expression in ideological and political education in colleges and universities. First, the expression of ideological and political education discourse in colleges and universities should guard against the risk of “excess meaning”, that is, excessive political preaching discourse will obscure the meaning and value of discourse. In this regard, colleges and universities should promote the transformation of discourse expression as the starting point and promote the ideological and political education discourse in colleges and universities to pay attention to young students’ real life, emotional experience and spiritual world. Second, the discourse of ideological and political education in colleges and universities should clarify the subjective relationship of discourse expression, promote the discourse stand of “Intersubjectivity”, adhere to the unity of dominance and subjectivity, promote the equal dialogue between ideological and political educators and young students in colleges and universities, and innovate the discourse expression system of ideological and political education in colleges and universities. Third, the ideological and political discourse in colleges and universities should establish network thinking. Actively promote the transformation of ideological and political education discourse expression in colleges and universities to cyberspace, Actively adapt to the new changes and challenges of network public opinion, adhere to the emotional identity of young students as an important standard to test the transformation effect of ideological and political education discourse expression in colleges and universities, keep pace with the times, keep pace with the situation and make up for the lack of grand narrative of ideological and political education discourse in colleges and universities with life narrative.

5. Authenticity of Discourse and Value Construction of Ideological and Political Discourse in Colleges and Universities from the Perspective of Philosophy

Due to the direct correlation between discourse and human existence, the discussion of this issue will inevitably involve philosophy, especially the horizon of humanistic philosophy. However, bringing the meaning and essence of language itself into the core position of philosophical research makes language a new starting point and new foundation for philosophical reflection on its own tradition, thanks to Martin Heidegger's "Linguistic Turn". Heidegger put forward the proposition that "language is the home of existence" and then put forward the task of "leading to language". In Heidegger's view, due to the influence of modern science and technology and computational rationality, the authenticity of language is covered up and must be remedied by the "Sagen" of poetic language^[7]. Like Heidegger's philosophical height based on humanism, Jürgen Habermas, a contemporary German philosopher, understands discourse in society as a kind of communication behavior completely different from strategic behavior under instrumental rationality, and puts forward the concept of "universal pragmatics" as a general theory on communication, that is, coordination of behavior through consensus power of language understanding. In this regard, Habermas also put forward four effective requirements that discourse should follow, namely comprehension, authenticity, sincerity and correctness, so as to establish an "ideal speech situation" of communicative behavior^[8]. To be sure, Heidegger and Habermas gave humanistic philosophical care to the discourse situation including discourse, but their salvation path itself has abstract color.

Similar to the discussion of the authenticity of discourse from the perspective of philosophy, Marx and Engels' discourse thoughts also require the realization of discourse revolution based on the standpoint of human liberation, which inevitably involves the discussion of the value of discourse. Based on the fundamental task of cultivating morality and cultivating people in colleges and universities, the discourse value construction of ideological and political education in colleges and universities must be based on the value standard of cultivating new people to take on the great responsibility of national rejuvenation and socialist builders and successors with all-round development of morality, intelligence, physique, art and labor. In this regard, we can understand the value construction of ideological and political education discourse in colleges and universities from the two dimensions of

"truth" of knowledge and "goodness" of morality. Based on the "truth" level, the discourse of ideological and political education in colleges and universities should be based on the principle of communicative rationality. We should establish an equal and sincere discourse communication relationship between colleges and universities and young students, and sincerely express our views towards the real social life that young students are concerned about, so as to achieve mutual understanding and trust, and further guide young students to consciously undertake the mission of the times of national rejuvenation. Based on the level of "goodness", Ideological and political education discourse in colleges and universities should face the construction of young students' spiritual home, Actively depict a good picture of the development of the country, society and the times to young students, enhance their confidence and belief in facing the future life, and at the same time establish a discourse content system of ideological and political education from multiple dimensions such as moral belief, ideological belief, value pursuit and code of conduct, so as to actively promote the all-round development of young students' morality, intelligence, physique, art and labor.

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