

Exploration on Essential Characteristic and Contemporary Value of College Learners' Sense of Gain from Ideological and Moral Courses

Wenjun Zhang

School of Marxism, Chongqing Technology and Business University, Chongqing 40067, China

Abstract:

Improving college learners' sense of gain is an important task faced by the ideological and moral courses of Chinese colleges and universities in the new era, while the good achievement of ideological and moral tuition should be based on the premise that figure out college learners' subjective "gaining demand", that is, "what want to gain" by college learners' in ideological and moral enlightenment, which makes it necessary to explore the essential characteristic and contemporary value of college learners' sense of gain from ideological and moral course. Focusing on college learners' sense of gain from ideological and moral course, the essential characteristic and contemporary value of college learners' sense of gain from ideological and moral course are studied with the aspects of "subjectivity and objectivity", "supply and demand", "material gain and spiritual gain" by referring to the relevant discussion achievements and research literature of domestic scholars. "Unity" as the significant characteristic of college learners' sense of gain from ideological and moral courses refers to the organic unity of "subjectivity and objectivity", "supply and demand", and "material gain and spiritual gain", thus further proving that college learners' subjective demand, which needs to be met by ideological and moral course, should be taken as the breakthrough for the reform of ideological and moral course in Chinese colleges and universities to find a way of improving college learners' ideological and moral quality, while the existing research achievements can further perfect the traceability study on this issue in Chinese academic circles.

Keywords: *College learner, Ideological and moral courses, Sense of gain, Essential characteristic, Contemporary value.*

I. INTRODUCTION

As the current important task for Chinese colleges and universities, the construction of ideological and moral courses must rely on college learners' rich gain during the process of ideological and moral courses for its completion, that is, the cultivation of college learners' high ideological and moral quality. The study on essential characteristic and contemporary value of college learners' sense of gain from ideological and moral course can be more conducive to finding the way of improving college learners' sense of gain on the premise of respecting their subjective status and basic demand, so as to help them to cultivate high ideological and moral quality, with the coordinated development in moral, intellectual, physical and

aesthetic qualities, thus improving their abilities of better knowing and transforming the subjective and objective world [1].

II. STUDY BACKGROUND FOR COLLEGE LEARNERS' SENSE OF GAIN FROM IDEOLOGICAL AND MORAL COURSES

With college learners' sense of gain served as an important indicator for the practice orientation of ideological and moral courses in colleges and universities [2], the logic, elements, principles and methods for the generation of college learners' sense of gain from ideological and moral course have been hotly discussing by the academic circles in China, for example, Prof. Zhang Xueliang believes that the internal logical relation for the generation of college learners' sense of gain is based on demand, supply and guarantee [3]. Prof. Li Juying believes that the generative factors of sense of gain are based on the aspects of teachers' affinity, teaching contents, teaching methods and occupational quality [4]. Prof. Liu Fusheng et al. believe that the generation of college learners' sense of gain should adhere to the combinations of clear orientation and people-oriented education, classroom teaching and practical teaching, theoretical indoctrination and interactive participation, and online education and offline education [5].

From the perspective of the integrity of theoretical research, the academic circles have conducted fundamental study on logic relation, methods and approaches, but on the whole, the lack of discussion on the origin for college learners' sense of gain from ideological and moral course requires the further study on its contemporary and essential characteristic, so as to perfect the theoretical basis. From the perspective of realistic characteristics, the focus of China in the new era on college learners' growth characteristics and regularity, universal and special demands in development, and good expectations on ideological and moral courses requires us to strengthen teaching reform for the improvement of teaching mode and flexible delivery of curriculum contents, and pay attention to teachers' affinity and emotional care for learners, so as to enhance college learners' learning will and recognition with the state and society, thereby truly constructing the ideological and moral course in universities and colleges into the course making "learners love and benefit for the whole life", where college learners' sense of gain can be further improved.

III. ESSENTIAL CHARACTERISTIC OF COLLEGE LEARNERS' SENSE OF GAIN FROM IDEOLOGICAL AND MORAL COURSES

The essential characteristic of college learners' sense of gain from ideological and moral course, whose understanding is the fundamental link for its improvement, is studied in this paper from the aspects of "subjectivity and objectivity", "supply and demand", and "material gain and spiritual gain" by referring to the existing literature in Chinese academic circles and the results of interviews with college learners.

3.1 Unity of Subjectivity and Objectivity

Belonging to the concept in category of Marxist philosophy, the "unity" of subjectivity and objectivity served as the principle for college learners' sense of gain from ideological and moral courses is formed on

the basis of college learners' objective understanding and subjective demand, with the focus on organic unity of subjective factor and objective factor in teaching process. As an issue with long-term and complexity nature in academic circles, the distinguishment between objectivity and subjectivity of knowledge should be firstly carried out for the study on unity of subjectivity and objectivity. In terms of epistemology, traditionalists emphasize the objectivity of knowledge (knowledge has independence and freedom), that is to say, recognize the existence of objective knowledge and objective truth, while reformists emphasize that knowledge has both objectivity and subjectivity, whose subject is not the meaningless accumulation of symbols, but the meaning of knowledge (the value to subject). Researchers believe that the divergence between reformists and traditionalists can be organically integrated, rather than irreconcilable. Then, from the perspective of the knowledge obtained from college learners' ideological and moral course, firstly, the knowledge of ideological and political theory existing objectively refers to the substantive contents with materiality. The ideological and political theory originates from Marxist truth and its Sinicization achievements, thus indicating that its related knowledge learned by college learners as well as college learners' understanding on its existential origin essentially are the understanding on or acquisition from objective truth. The original knowledge and the acquired knowledge with truthiness are in line with China's national conditions and reality to survive the testing in practice, which is consistent with the views of the traditionalists. Secondly, the requirement for the formation and development of college learners' ideological and political morality is the purpose of ideological and moral courses in universities and colleges, that is to say, meeting college learners' value demand is an important factor for the establishment of college learners' ideological and political theoretical knowledge, which is basically consistent with the views of reformists. Thirdly, it is decided by the moderate tension law in the process of college learners' ideological and political education that the ideological and political theory should be higher than the level of college learners' ideological and political quality, with its establishment incompletely based on individual needs of the subject. The imperfect constructions of college learners' subjective consciousness and three outlooks require us to give full play to the guidance function of ideological and political education and implement distinct theoretical orientation, so as to make college learners' ideological and political morality consistent with social requirements. Therefore, it can be concluded from the above three views that college learners' sense of gain from ideological and moral course is the result of the unity of college learners' subjective demand and objective ideological and political theoretical knowledge.

With the acquisition process of knowledge, sentiment, will and value related to college learners' ideological and political theories characterized by the unity of subjectivity and objectivity, the cognition development or promotion of subject essentially means that the subject carries out the understanding on the basis of practice to obtain the objective attributes and laws of object through the circular process of achieving the internalization in heart and the externalization in action by being from the outside to the inside, from shallow to deep and from quantity to quality. On the one hand, running through the whole process of teaching activities, college learners' knowledge promotion, sentimental edification, will firmness and value acquisition are characterized by objectivity. During the process of ideological and moral course, the gaining of college learners existing as the subject of course essentially is an objective process from the contradiction movement of knowledge, sentiment, will, belief and action to knowledge

growth, sentimental edification, will firmness, belief loftiness and knowledge-action unity, which is also a circular process from "practice, cognition, re practice and re cognition", with objectivity. On the other hand, with the subjective characteristic of college learners' gain from ideological and moral course, the subjective demand and value judgment of college learners as subject play a decisive role in the cognitive improvement of ideological and political theory, although the teaching of ideological and moral course is under the teachers' guidance to help learners understand the world and realize their all-round development. Therefore, besides the consideration on college learners' subjective demand, educators should also pay more attention to the way of guiding college learners to enhance their demand for ideological and political theory and their initiative to demand, that is to say, give full to the subjective initiative of college learners as subject, which is also in line with the law of "the unity of education and college learners' self-education" in the process of ideological and political education. Then, with the improvement of college learners' sense of gain from ideological and moral course required to focus on the guidance of combining college learners' "demand" and "pursuit", it is necessary to strengthen demand orientation in the process of ideological and moral course, so as to push college learners to enhance their demand for ideological and political theory. The effective improvement of acquired contents in college learners' ideological and moral course is based on the process that the subject of ideological and moral course (college learners) positively gives play to the subjective initiative and its realization to meet one's own material or spiritual needs under certain social and historical conditions. During this process, for college learners as the subject of ideological and moral course, only by giving play to their subjective initiative through continuous improvement of theoretical literacy and knowledge level to actively obtain spiritual or material content, could they better meet their material and spiritual demands. Therefore, besides theoretical value orientation, teachers of ideological and moral courses should also have affinity, pay attention to college learners' sentimental experience, emotional care, psychological counseling, humanistic environment construction and practice, so as to enhance the subjective initiative of college learners in learning ideological and moral courses, thus indicating that the gaining process of college learners' ideological and moral course is an organic unity of subjectivity and objectivity.

3.2 Unity of Supply and Demand

Both the opposite side and the unified side of supply and demand prove the essentially dialectical unity of supply and demand, in which, the unity of supply and demand belongs to the concept in category of Marxist political economics, with the process of the two as a process of contradictory movement. From the perspective of ideological and moral course, the contradiction between supply and demand of ideological and moral course with its generation originating from the teaching division of course pushes the formation of educator and educational object, teaching subject and teaching object. The supply and demand and the cost of ideological and moral course as the carrier of course carry the teaching content of ideological and political theoretical knowledge, specifically including teaching objective, content and method. Educators conduct the supply of knowledge, sentiment and value on college learners through teaching objective, content, method, while college learners obtain their own objective demand for ideological and moral course through knowledge learning, sentimental edification and value judgment, thus in this way, the contradiction movement between the two is generated. Therefore, college learners' sense of gain from

ideological and moral course essentially includes the unity of supply and demand.

With the supply-demand-based information contradiction, capacity contradiction, value contradiction and space contradiction contained in the contradiction of ideological and moral course, only by solving the contradiction between supply and demand of ideological and moral course, could the college learners' sense of gain from the course be better improved. Information contradiction is the opposition and unity between the objective needs of college learners as subject and the teaching objective and content of ideological and moral course as teaching information. Driven by college learners' needs for the acquisition of certain teaching information to meet their own demand for the improvement of ideological and moral quality, the "demand" is formed; teachers' supply of teaching objective and content information to meet college learners' needs promotes the formation of "supply", while the contradiction between the above two is the premise for the unity of supply and demand, thus in this regard, the attention must be paid to the supply of teaching information for college learners, so as to meet their needs and realize the unity of information contradiction between supply and demand. Capacity contradiction means that as the subject of ideological and moral course, college learners have the more or less needs for the object (teaching content), with the acquisition and generation of contradiction caused by the imbalance between supply capacity and demand capacity of ideological and moral course. when the demand capacity of college learners is small, outside the information supply, teachers as the coordinator for college learners' capacity contradiction should carry on an additional increase in learning emotional edification and learning psychological guidance for college learners, so as to promote college learners' demand enhancement and arouse their interest in ideological and moral course, thus realizing the increase in demand capacity and the unity of capacity contradiction between supply and demand. Value judgment contradiction refers to the movement process from "inconsistence" to "consistence" of the contradiction between the value judgment by college learners as subject on teaching content and the value supply. In ideological and moral course, with the positive or negative impacts of personal value and social pluralistic value, the over emphasis on subject's personal value of the course is prone to the separation of personal value and social value, the negative impact of social pluralistic value (individualism, pragmatism and alienated utilitarianism) is prone to the separation of personal value and collective value, and the too much influence by Western ideology and value is also prone to the separation of subjective consciousness and value identification. The solution of contradiction must guide the college learners' value judgment and theoretical height to be consistent with the national height through the implementation of distinct value orientation on college learners, so as to realize the unity of value judgment contradiction. The space contradiction refers to the contradiction of learning space of ideological and moral course between the college learners' demand and the educators' supply. The effective operation of ideological and moral course should be based on the expansion of teaching space, rather than being limited to the classroom, while the classroom as the current main learning space of ideological and moral course for college learners makes college learners' learning space limited to a certain extent, so solving this contradiction needs to depend on the reasonable expansion of teaching space of ideological and moral course for college learners. With the ability of improving the resource space for college learners' learning, network space can be used by college learners to achieve the active acquisition of knowledge, which requires the college and universities to focus on the supply and control of college learners' online learning space, that is to say, provide the ideological and political teaching video

resources and the new requirements of the ideological and political situation at the national level through network media, with the control and guidance of college learners' online behavior. Practice space as the experience space to promote the unity of college learners' knowledge and action enables the college learners to carry on the organic combination of theory and practice through practice, which also requires the teachers of ideological and moral course to engage in the construction of practice platform and base, with the attention to practical guidance of learners, so as to realize the unity of the contradiction between supply and demand.

From the perspective of overall coordination on contradiction between supply and demand, the solution of contradiction, capacity contradiction, value judgment contradiction and space contradiction between supply and demand in ideological and moral course needs to stick to the adjustment at three levels. The first is the adjustment on teaching objective, content and method of ideological and moral course according to college learners' demand, which is the core and key point for the solution of contradiction. The second is teachers' focus on teaching emotion injection, value orientation and practice guidance for college learners, which is the necessary "expenditure" for the solution of contradiction. The third is the construction of cultural environment and the reconciliation of psychological pressure, which is the "best medicine" to solve the unstable demand of college learners. Therefore, with the focus on college learners' sentimental edification, environment construction, psychological pressure reconciliation, value and practice guidance, teachers should make the teaching objective, method and content adapt to learners' demand, so as to enhance college learners' desire, interest and enthusiasm of the demand for theoretical knowledge, thus realizing the dialectical unity of supply and demand in ideological and moral courses.

3.3 Unity of Material Gain and Spiritual Gain

The unity of material and spirit belongs to the concept in category of Marxist Philosophy. Prof. Lin Dehong from Nanjing University of China believes that material and spirit as the two different existences unified into human make human the unity of material entity and spiritual subject [6], which means that human is not only a kind of material entity, namely, the real object, which is a special form for the existence of materials, but also the spiritual subject with ideology, while material and spirit as the two different existences are unified in human. Therefore, the co-existence of material and spiritual nature in human embodies the human's unique "dual property", that is, the duality of man's material and spirit. The gain in material and spiritual aspects from ideological and moral course is the dual gain of material and spiritual level, with the relationship of mutual connection, mutual transformation and mutual supplement between material and spiritual gains. Spiritual gain characterized by rich contents, high knowledge level and good learning performance will help learners to obtain the corresponding material reward, while the obtained material reward will promote the constant increase of spiritual gain to a higher level by stimulating college learners' learning enthusiasm and initiative.

Among college learners' demand and gain of ideological and moral course, spiritual gain as the core and material gain as the internal motivation are unified into college learners themselves. From the perspective of the premise for gaining, the gains of knowledge, sentiment and value should be based on the

implementation of education supply. Then, with the scholarships and honor values at the material level supplied in the process of assessment and evaluation, the supply of knowledge, sentiment and value at the spiritual level is the main supply of ideological and moral courses, thus proving that teachers' spiritual supply for college learners is the internal core of ideological and moral course, while material supply as an incentive means can motivate college learners' enthusiasm and initiative in learning ideological and moral courses, which is the unity of material and spirit at the level of supply. From the perspective of subject demand, the direct correlation of college learners' material and spiritual pursuit with their material and spiritual needs indicates that the material and spiritual gains are unified into objective demand of college learners as subject, that is, the pursuit for material and the dual demand for spirit. College learners' demand contains "requirement" and "need", in which, "requirement" means should have or must have, thus the knowledge of ideological and moral course for college learners served as spiritual food must be eaten by college learners, that is to say, college learners must learn the ideological and political theory to establish good ideological and moral quality. "Need" refers to college learners' desire for things, which takes college learners' subjective spiritual needs as starting point, such as pursuing knowledge promotion and striving for scholarships. Different from other material pursuits, college learners' material demand of ideological and moral course is also an internal spiritual motivation, rather than the completely low-level demand of human to meet material needs. Therefore, as the internal core, college learners' subjective spiritual demand is not only a requirement, but also a demand, with the encouragement of taking it as a pursuit, while as the spiritual motivation, material demand encourages college learners' better pursuit for ideological and political morality to achieve higher promotion, thus indicating that the combination of the above two can realize the organic unity of material gain and spiritual demand.

The unity of material and spirit both in supply and demand shows that college learners' gain from ideological and moral courses is the unity of material and spirit, with spiritual gain and material gain respectively served as internal core and external incentive and motivation. The gain from ideological and moral courses includes not only the spiritual gain such as knowledge promotion, sentimental edification, will firmness and value recognition in the learning process, but also the material gain such as comprehensive quality scholarship, course individual scholarship and honorary certificate in the final assessment and incentive process of ideological and moral course, so the active knowledge acquisition and quality improvement can realize the unity of material gain and spiritual gain. Different from the gain prone to materiality, the knowledge acquisition from ideological and moral course is prone to spirituality in essence, which is because that with the supply of knowledge, sentiment and value at the spiritual level as the main supply of ideological and moral course, college learners' demand in ideological and moral course is also the demand at the spiritual level. Therefore, besides the spiritual gain served as internal core, material gain referring to the material entity provided by school for learners is the external incentive to motivate college learners' learning interest and enthusiasm, belonging to the spiritual level in essence, which determines that the essences of college learners' material gain and spiritual gain from ideological and moral course are unified, with the spiritual gain as the internal core and the material gain as external incentive and internal motivation.

IV. CONTEMPORARY VALUE OF COLLEGE LEARNERS' SENSE OF GAIN FROM IDEOLOGICAL AND MORAL COURSES

In this paper, it is further found that the study on college learners' sense of gain from ideological and moral course has the contemporary value of meeting college learners' ideological and moral needs and promoting the teaching reform of ideological and moral course in Chinese colleges and universities after the study on its essential characteristic.

4.1 Improving College Learners' Sense of Gain from Ideological and Moral Course is the Basic Requirement for Meeting College Learners' Subjective Demand

As the reflection of college learners' inner demand and educational requirements on the minds of college learners as subject, "need" is usually shown in the form of expectation, intention, interest and so on. The satisfaction of college learners' subjective needs is mainly based on the following five aspects: Firstly, based on learners' learning demand, promote college learners' cognition improvement through the reasonable design of teaching content and the reform of teaching method, so as to meet the needs of learners' desire for knowledge. Secondly, according to the principles of equality, respect, understanding and inclusion between teachers and learners, teachers should enhance their affinity for college learners, adhere to student-oriented sentimental edification, provide the learners with a good teaching sentimental experience by being the good teacher and friend of learners. Thirdly, with the focus on changes in college learners' learning psychological status, construct good environment for people cultivation to promote the firmness of learners' learning will, so as to ensure the sustainability of demand. Fourthly, guide the learners to increase their value demand for ideological and political theory by combining with distinctive theoretical guidance, so as to enhance college learners' recognition of mainstream values. Fifthly, guide the learners to carry out the unity of knowledge and action through the establishment of practical teaching platforms and links, so as to obtain new knowledge and experience new emotions in practice, thus making their have more noble ideals and beliefs with more firm will. Meeting college learners' subjective needs is the prerequisite for college learners to pursue active learning and gain ideological and moral knowledge.

Only by considering and moderately meeting college learners' subjective internal demands for knowledge, sentiment and value, could the ideological and moral course play the real function of people cultivation to deliver the teaching objective and content to the minds of college learners, so as to motivate college learners' subjective initiative to learn the ideological and moral course. Promote the textbook contents to be transformed into learners' knowledge and cognitive ability internalized into correct ideas and lofty beliefs, and externalized into the behaviors meeting the requirements of society, thus promoting college learners to build a correct subject ideology and three outlooks, and improve their sense of gain from ideological and moral course.

4.2 Improving College Learners' Sense of Gain from Ideological and Moral Course is an Important Breakthrough Direction for the Teaching Reform of Ideological and Moral Course in College and Universities

Driven by the new changes of college learners' thought with new characteristics and subjective demand in different era, grasping the actual situation of college learners' subjective demand during the process of ideological and moral course will be taken as the breakthrough for the teaching reform of ideological and moral course. Only by being close to learners, reality and life in the way of closely combining with college learners' newly changed thought and new demand, and knowing about the learners in "what content do they want to learn" in ideological and moral course, and "the strong and weak sense of gain from the actual course", could the more targeted education and management be conducted on college learners' thought, sentiment, consciousness, belief and behavior, so as to better achieve the educational objective and enhance college learners' sense of gain.

The importance of college learners' subjective demand requires the colleges and universities in China to strengthen the teaching reform of ideological and moral course in the way of enhancing the fitting degree between learners and objective, content, method, with the emphasis on the maintenance and realization of learners' growth appeal as well as the sentimental edification, so as to constantly promote the improvement of ideological and political quality such as knowledge, emotion, will, belief and behavior according to the building of environment for people cultivation and the implementation of theoretical orientation. Firstly, know about college learners' learning objective to be organically combined with educational objective, pay attention to the combination of diversified and flexible teaching methods in ideological and moral course through the improvement of teaching method, and transform the textbook contents into teaching contents that can not only meet the actual needs of learners, but also solve their actual confusion, so as to make learners' individuality fully embodied. Secondly, besides figuring out learners' learning demand and grasping learners' ideological dynamics, teachers should also carry out sentimental edification with their affinity to care about learners' psychology and focus on psychological counseling, so as to increase course attendance by getting rid of the gap between teachers and learners, improve college learners' learning will and anti-frustration ability, and enhance college learners' interest in learning ideological and moral courses. adhere to the principle of in-class and after-class fusions, strengthen the practical teaching of ideological and moral course for college learners, guide the learners to go out of schools for practice through the way of being close to the masses in communities of urban and county areas, thus making learners have close contact with society, with the achievements of cognition improvement, sentimental edification, will firmness, identification enhancement and capability growth, so as to understand and contribute to the society. Fourthly, center around the theoretical orientation for the strengthening and construction of belief system and value system as well as the education of core values, cultivate college learners' positive social mentality, and improve their high recognition of country's lofty goals, ideological theory and governance ability.

V. CONCLUSION

In general, theoretically college learners' sense of gain from ideological and moral courses is characterized by the "unity of subjectivity and objectivity", "unity of supply and demand" and "unity of material gain and spiritual gain". In the process of teaching practice, the improvement of college

learners' sense of gain from ideological and moral courses requires the teaching reform to not only adhere to teaching laws and universal demand, but also meet college learners' subjective demand, so as to realize the satisfaction on personalized and differentiated needs of college learners' ideological and political education through the way of varying from man to man, transforming with the reality, advancing with the times and innovating with the trend, thus transforming the ideological and moral course into the most popular course in college and universities to make college learners benefit for their whole life with more rich gain from the course.

REFERENCES

- [1] Bi Hongmei, Xie Hongzhi. Analysis on the sense of acquisition, happiness and security of ideological and political theory courses in colleges and universities. *Shenzhen Social Sciences*, 2021,4(04):151-159.
- [2] Cheng Shibo, Ni Shengming. The value implication and realization of the "Golden Course" of ideological and political theory course in colleges and universities. *Ideological and Political Education Research*, 2020,36(06):93-97.
- [3] Zhang Xueliang. On the logical generation of college students' sense of gain in ideological and political course. *Moral and Ideological Education*, 2017(07):66-69.
- [4] Li Juying, Yan Zhou. Sense of gain: an important factor for the effectiveness of ideological and political courses. *Leading Journal of Ideological & Theoretical Education*, 2018(01):85-89.
- [5] Liu Fusheng, Zhao Jiuyan. Adhering to the "four combinations" to enhance college learner' sense of gaining ideological and political lessons. *Leading Journal of Ideological & Theoretical Education*, 2017(06):94-97.
- [6] Lin Dehong. Man: duality of material spirit. *Studies in Dialectics of Nature*, 2001(09):4-7.