

The Concept of Civic Education in the Introduction to <Critique of Hegel's Philosophy of Law> and Its Implications for the Enhancement of the Subjectivity of Civics Classes in Colleges and Universities

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Abstract

Civics class is a key course to implement the fundamental task of establishing moral education. However, at the present stage, there is a more serious problem of lack of subjectivity in the Civics class in colleges and universities. The Introduction to the Critique of Hegel's Philosophy of Law contains a rich conception of the cultivation of people in Civics and Politics. Through the implementation of the "Critique of Weapons", teachers can improve the teaching content and guide students to enhance the initiative of learning through the use of teaching methods. Students, on the other hand, are clear about their own mission, actively cooperate with teachers, and enhance their learning initiative. Thus, "material power" is formed to realize the enhancement of the subjectivity of ideological and political education.

Keywords

"Introduction to the Critique of Hegel's Philosophy of Law"; Ideological and political education in higher education; Subjectivity.

1. The Phenomenon of Lack of Subjectivity and Causes of Civics and Political Science Courses in Colleges and Universities

In order to accurately and objectively understand the current situation of the subjectivity of college students in the Civics classroom, and to find out the problems and causes of the problems in the Civics classroom in colleges and universities, a questionnaire was designed to study the subjectivity of the Ideological and Political Education Program for College Students. The questionnaire consisted of 20 questions, including 18 single-choice questions, 1 multiple-choice question and 1 fill-in-the-blank question. A total of 162 valid questionnaires were collected, of which 75 were male, accounting for 46.3%; 87 were female, accounting for 53.7%. The respondents were students from the first to the fourth year of undergraduate study, and most of the respondents were students of literature and history, science and technology, and art (as shown in Table 1).

1.1. Lack of subjective awareness among high school students themselves

1.1.1. Some students' cognitive orientation towards the Civics and Political Science course is not accurate enough

The question "What do you think of the ideological and political education course as (single choice)" (as shown in Table 2) shows that 46.91% of the students regarded the course as an important course for self-improvement, 27.16% of the students regarded the course as a course of interest, 15.43% of the students regarded the course as a course to get good grades, and 10.49% of the students regarded the course as a course to get good grades without failing the course. 10.49% of the students regarded the Civics and Political Education course as a course

on not flunking. Digging deeper into the data, it can be seen that some students still regard the Civics and Political Education course only as a task.

Table 1. Frequency of surveys

name (of a thing)	options (as in computer software settings)	frequency	Percentage (%)
distinguishing between the sexes	male	75	46.3%
	women	87	53.7%
specialized field	science and engineering as academic subjects	49	30.25%
	literature and history	103	63.58%
	art	10	6.17%
grade	first-year university student	14	8.64%
	second-year university student	35	21.6%
	third-year university student	38	23.46%
	fourth-year university student	75	46.3%

Table2. Do you view the political and ideological education program as

options (as in computer software settings)	Important courses for self-improvement	Courses of interest	Courses for those who want to excel	Courses where you don't have to fail
frequency	76	44	25	17
percentage	46.91%	27.16%	15.43%	10.49%

1.1.2. Weak autonomy of some students in learning knowledge of Civics and Political Science courses

In the questionnaire "Do you do pre-study or review before and after class? (Single-choice question)" (as Table 3), according to the feedback of the valid questionnaire data show that 22.22% of the students will every day, 64.81% of the students will occasionally, 12.96% of the students will not. To a certain extent, this reflects that the initiative of college students in learning Civics class needs to be strengthened.

3. Do you pre-study or review before and after class?

options (as in computer software settings)	Every day.	once in a while	will not (act, happen etc)
frequency	36	105	21
percentage	22.22%	64.81%	12.96%

In the questionnaire "Do you take the initiative to participate in the practice of ideological and political education (single-choice question)" (Table 4), 50.62% of the students will occasionally participate, 43.83% will participate, and 5.56% will not participate. According to the data feedback, some students still lack the initiative to participate in the practice of ideological and political education and do not apply the concept of ideological and political education in practice in time.

Table 4. Do you actively participate in the practice of ideological and political education?

options (as in computer software settings)	be sure to	once in a while	will not (act, happen etc)
frequency	71	82	9
percentage	43.83%	50.62%	5.56%

1.2. Insufficient utilization of teacher-led roles

1.2.1. The content and form of some Civics classrooms are not close enough to students

In the questionnaire "Do you think that the concepts taught in ideological and political education classes are close to the changing development of the times? (Single-choice question)" (Table 5), 53.09% of the students think it is relatively close, 32.72% think it is very close, 11.73% think it is not too close, and 2.47% think it is not close. This shows to a certain extent that the contents and concepts of the Civics course still need to keep up with the times.

Table 5. Do you think that the concepts taught in the ideological and political education classes are close to the changes and developments of the times?

options (as in computer software settings)	Very close.	Closer	not very close	not close
frequency	53	86	19	4
percentage	32.72%	53.09%	11.73%	2.47%

1.2.2. The purpose of practice in some Civics classrooms needs to be clarified

Whether the Civics classroom drives students to learn actively in real-life practical activities, related questions were designed, for example, in the question "Do you think that the Civics classroom is close to the reality of life? (Single-choice question)" (Table 6), 35.19% of the students thought it was not too close and relatively close, 25.93% thought it was very close, and 3.7% thought it was not close. From the analysis of the data, it can be seen that it is believed that the closeness of the Civics classroom teaching to the reality of life needs to be strengthened.

Table 6. Do you think that the Civics classroom is close to the reality of life?

options (as in computer software settings)	Very close.	Closer	not very close	not close
frequency	42	57	57	6
percentage	25.93%	35.19%	35.19%	3.7%

In the questionnaire "Do you think you have gained a lot from attending the ideological and political education program? (Single-choice question)" (Table 7), 57.41% of the students thought that they had gained a lot, 27.78% thought that they had gained a lot, 13.58% thought that they had not gained much, and 1.23% thought that they had not gained anything. From the questionnaire data, it can be seen that most of the students still think that learning the ideological and political education course is rewarding for them, but there is still room and necessity for improvement.

Table 7. Do you think you gained a lot from attending the ideological and political education program?

options (as in computer software settings)	very large	relatively large	not too big	no gain
frequency	45	93	22	2
percentage	27.78%	57.41%	13.58%	1.23%

In summary, although the ideological and political education in colleges and universities is constantly reforming and developing, we still clearly recognize that there is still a more serious subjective indeed status quo in the ideological and political courses in colleges and universities, and this status quo affects the actual utility of the ideological and political classroom, the actual sense of acquisition of students, and the nurturing role of the ideological and political courses in colleges and universities.

2. The Ideological and Political Education of the Introduction to <Critique of Hegel's Philosophy of Law> Concepts

In view of the current situation of the lack of subjectivity in the ideological and political education in colleges and universities, we need to go back to the classic works of Man to find the principle and method of ideological and political education. The Introduction to the Critique of Hegel's Philosophy of Law is an important work in the period of Marx's ideological transformation, which also contains a wealth of ideological and political education ideas. The classic discussion on "weapons of criticism" embodies the object and core of ideological and political education, and provides theoretical support and reference significance for the return to the original heart and direction of the ideological and political courses in contemporary colleges and universities.

2.1. "The masses" as the object of ideological and political education

The essence of the ideological and political education program is to reason, and to whom to reason is the primary question we need to examine and confirm. In the classic assertion of the Introduction, Marx proposed that "material forces can only be destroyed by material forces". In other words, how do we turn ideas into matter in order to make a substantial change in society and the world? Marx further pointed out that "theories, once mastered by the masses, become material forces". The "masses" can be understood as the object of theory, the object of ideological and political education.

First of all, the important reason for the existence of ideological and political education is the realistic needs and social demands from the masses' own development. The development and progress of the masses cannot be separated from the armament of scientific ideology and theory, and only advanced scientific theories can ultimately promote the development of society and the emancipation of human beings. Secondly, the masses have the subjective and objective conditions to accept ideological and political education, and have the ability to spread it in a wider range and think about it in a deeper dimension. The great potential of the masses provides infinite development possibilities for the development and dissemination of ideological and political education. To better utilize the masses' ability to help the development of ideological and political education and to stimulate deeper revolutionary enthusiasm and development momentum, ideological and political education and advanced individuals need to be guided, so as to create a stronger material force.

2.2. Mastering the "masses" and transforming them into "material forces" is the goal of ideological and political education.

It is stated above that "the masses" are the object of ideological and political education, and in order for the masses to exert great material power, it is necessary for the theory of ideology and politics to be turned into a spiritual weapon for the masses. Therefore, the goal of ideological and political education is to master the masses and turn them into material power. Marx also explained how to master the masses, that is, "theory can master the masses as long as it persuades people; and theory can persuade people as long as it is thorough, the so-called thoroughness is to grasp the fundamentals of things, and the fundamentals of human beings are human beings". Following the ideological and political education should be done to persuade people, to be thorough, and to seize the root of people. In reality, in order to truly grasp the root of the human being, we need to think from the essence of the human being, the content of thought is in line with the human being, the combination of thought "masses" of the way to be in line with the human being, the ultimate goal of the development of thought is also for the human being, to truly do for the complete emancipation of the human being service.

2.3. "Critique of weapons" as the purpose of political education

"The weapons of criticism are of course no substitute for the criticism of weapons". It is Marx's classic assertion in the Introduction that "the weapon of criticism" is also the theoretical weapon, the pen; while "the criticism of weapons" is the material weapon, the gun. The pen will naturally give rise to strong spiritual power, but any spiritual power, if not put into practice, will not produce material power, nor will it play a great role in promoting the society, and only practice can really change the world. Only when theories are grasped by the masses and put into practice can they really produce great power.

"When the people have faith, the country has strength and the nation has hope." As early as in the period of socialist revolution and construction, our Party and people launched the "two bombs and one star" and successfully practiced reform and opening-up with the love of the motherland, the expectation of socialism and the great wish for the great rejuvenation of the Chinese nation, creating rich material and spiritual conditions for the successive development of the new China. The launching of the "two bombs and one star" and the successful implementation of reform and opening-up have created rich material and spiritual conditions for the successive development of the new China. In the course of the next new era of development, ideological and political education must continue to be strengthened, to unite the people's spiritual strength and to actively guide them into socialist practice.

3. The Enhancement Path of Cultivating Students' Subjectivity in Civics and Political Science Courses in Colleges and Universities

Marx's ideas are great because he gives not just answers, but methods. In the Introduction to the Critique of Hegel's Philosophy of Law, Marx's classic assertion implies the process of ideological and political education. The "masses" as the main body of ideological and political education, occupies an important position in the education process, educators need to start from the "masses", improve their teaching content and teaching methods, and finally implement the "Critique of Weapons", to form the "Critique of Weapons". The educator needs to start from the "masses" to improve his teaching content and teaching methods, and finally to realize the "critique of weapons" and form "material power" to promote social development.

3.1. Clear direction, Firm position on "the masses".

"Theory, once mastered by the masses, will also become material power". As the object and subject of ideological and political education, "the masses" are the key figures in the classroom

of ideological and political education, and educators need to be firm on the position of "the masses", understand the learning basis of "the masses", and clarify the learning objectives of "the masses". The educator needs to be firm on the position of "the masses", understand the learning basis of "the masses", make clear the learning objectives of "the masses", and carry out the teaching with the orientation of the objectives, so as to better play the educating role of ideological and political education.

To firmly establish the position of "the masses", we must first clarify the scope of "the masses" in ideological and political education courses in colleges and universities. In different occasions and at different times, the "masses" are different. At the university level, "the masses" have more time for personal reflection, and practice begins to become the main mode of growth. Ideological and political education courses at the university level focus on the refinement and deepening of knowledge, exploring current affairs and politics, keeping up with the times, and applying what they have learned to practice, which is the stage of perfecting the worldview.

Firm "mass" position, but also clear ideological and political education in colleges and universities "mass" learning objectives and direction. Marx has always been concerned about the development of human beings, especially in the "German Ideology" put forward the idea of "comprehensive development of human beings". Ideological and political education in colleges and universities is an important course to promote the comprehensive development of human beings, and the "masses" in the university stage face a wider world, and they come into contact with complex and diversified information and groups of people in their study and life. Therefore, the teaching task of ideological and political education in colleges and universities has also become complicated but clear, which requires teachers to more accurately prepare the lessons according to the students.

3.2. Focusing on content and improving the "theory" system

As to how to combine "theory" with "the masses", Marx gave an answer in his original work: "Theory can master the masses if it convinces, and theory can convince if it is thorough!". That is to say, as long as the content of ideological and political education class "thorough" can convince people, so as to achieve the effect of "mastery of the masses". Therefore, it is especially important to pay attention to the content and actively improve the theoretical system of ideological and political education in colleges and universities.

First of all, it is necessary to focus on the timeliness of the educational content. The current teaching materials for ideological and political education courses in colleges and universities are the national unified version, which leads to differences between different types, levels and disciplines of teaching and teaching materials. In fact, the unified version of the textbook provides the basic direction and basic requirements for teaching ideological and political education in colleges and universities, and does not simply rely on the textbook to practice the perfect presentation of the ideological and political education course in colleges and universities, the teacher has to start from the textbook, internalize the content of the textbook into his or her own system, and flexibly use it. Therefore, teachers need to keep up with the times and constantly update their teaching knowledge.

Secondly, we should pay attention to the practicability of education content and always grasp the basic direction of theory serving practice. The last question of the questionnaire is "What suggestions do you have for the ideological and political education program?". One of the respondents wrote, "I hope that ideological and political education will be grounded". The word "grounded" roughly means to be in touch with the common life of the people and to reflect their wishes and demands. This student's expression may not be precise and rigorous enough, but we can understand that his general meaning is: I hope that ideological and political education will not only play a role in the classroom and meetings, but also show its power in daily life. Therefore, teachers should actively integrate the contents of ideological and political education

materials with real life, so that ideological and political education can go out of the classroom and into life.

3.3. Optimizing strategies to enrich the form of "mastery"

While content is certainly a core element of the classroom, good content also needs a rich form to bring it to life.

First of all, attention should be paid to strengthening the diversification of classroom teaching forms. Combined with the observation in the real classroom and the information feedback from the questionnaire, PPT lectures are still the main form of the Civics class. It is indeed convenient for teachers to present theoretical content, and can adapt to the age difference of teachers and the difference in the quality and quantity of students, but such a single form of teaching and lack of novelty, resulting in low classroom efficiency. At present, the Civics courses in colleges and universities have carried out reforms to address this phenomenon, trying to make the Civics courses "live", such as flipped classroom, network microcourses, learning through interactive teaching and even classroom debates and interactions. However, there is still a certain gap between the harvested results and the expected results, the first and foremost is that the form is not well combined with the content and students' actuality, which deviates from the students' interest and willingness to learn; and again, the innovative form is not well controlled in the number of ratios, and the ratio of traditional teaching and innovative teaching is not systematically analyzed according to the actual learning capacity of students, the teaching task of teachers, and the assessment task of the school. Specific analysis.

Secondly, teachers should pay attention to the choice of form in classroom teaching. Different courses, students need to use different forms of teaching, only the appropriate form of teaching to play the classroom should be effective. For different courses need to use different forms to match the content. For example, an introduction to the basic principles of Marxism, mainly to analyze and introduce the important principles and views of Marxism, which of course can not be separated from the traditional PPT lectures, in addition to the flipped classroom, most of the principles are from the original work of Man, can be combined with the classic assertions in the original work, students are asked to select part of the original work to analyze, and linked with the actual. Teachers can give full play to their educational resourcefulness and teaching initiative, independently choose the theories suitable for the "masses", and use novel teaching forms to "combine" with the "masses", such as Teachers can give full play to their educational resourcefulness and teaching initiative by independently choosing theories suitable for the "masses" and adopting innovative forms of teaching and "combining" them with the "masses", such as combining them with movie clips, flipping the classroom, classroom debates, etc.

Finally, the form should always revolve around the content, focusing on the organic unity of form and content. The core charm of ideological and political education lies in the teachers' vivid and lively presentation of the theoretical viewpoints of ideological and political education through their own expressions and expressions, showing the penetrating power of profound ideas, if they are limited to the presentation form, focusing on whether the video is novel and interesting, whether the PPT presentation is exquisite, will only let the classroom exist in the form and ignore the deeper core, turning into a real empty classroom.

3.4. Enhancement of self-confidence and implementation of the "weapons critique"

College students are the main force of young people and the main force for building the motherland in the future. Therefore, ideological and political educators in colleges and universities need to be more energized, enhance their educational confidence and actively implement the "Critique of Weapons".

Ideological and political educators in colleges and universities should inherit Marx's revolutionary spirit and revitalize themselves. In the Introduction, Marx was always full of passion for struggle and the courage to defeat everything, he faced the risks and contradictions, and guided the "lightning of thought" to hit the "people's garden". This is a kind of thorough revolutionary spirit, a kind of fearless spirit, which also reflects Marx's self-confidence and courage in the process of ideological work. Ideological and political educators need to teach with self-confidence and confidence, and infect students with their emotions and blood.

The complex and severe development situation calls for the ideological and political educators of colleges and universities to be full of self-confidence and to implement the "critique of weapons". The development of the world, China and the Chinese nation has reached a new crossroads, and the world is experiencing a new period of turbulence and change. The world is undergoing a new period of turbulence and change. Ideological work is under the impact of reactionary forces at home and abroad, and cultural invasion and ideological invasion are becoming more and more serious, so we have to pay attention to the counteraction of the superstructure to the economic base, and to conduct every ideological and political class well, and to implement the "Critique of Weapons".

The source of all self-confidence and motivation comes from strength, which requires the majority of college ideological and political education workers to improve their own professionalism, their own ideological and moral cultivation, to implement the purpose of serving the "masses" and contributing to the motherland, study hard and exercise their skills, and exercise their own teaching level. They should always keep a high fighting spirit and invincible confidence, be a qualified ideological and political educator, and cultivate successors for the motherland.

4. Concluding Remarks

In a word, Facing the status quo of the lack of subjectivity in the ideology and politics courses in colleges and universities, we can find the answer from the classic original works of Marxism, in which there exists a rigorous concept of ideological and political education in the Introduction to the Critique of Hegel's Philosophy of Law, which provides us with a reference to draw on. Starting from the Introduction, the object, content and substance of ideological and political education are clarified, which provides new ideas and reference for us to enhance the nurturing function of ideological and political education and highlight the key role of ideological and political education in colleges and universities in the context of the new era.

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