

Enlightenment of Practice View in Outline of Feuerbach on Practical Education in Colleges and Universities

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Abstract

As the core category of Marx's philosophical revolution, the concept of practice plays an important role in the Outline of Feuerbach. This paper is based on the triple philosophical implications of Marx's view of practice: the subjective dimension embodies the active construction of "realistic individuals", the epistemological dimension emphasizes the dialectical transformation from theory to practice, and the axiological dimension contains revolutionary critical spirit. At present, the alienation of "subjectivity" in practical education in colleges and universities leads to the instrumental tendency of practical activities, the binary opposition between knowledge and practice caused by objectification obstacles, and the lack of criticism weakens the endogenous motivation of practical innovation. These phenomena are directly manifested in the mental health crisis of young college students, such as anxiety and value confusion. By reconstructing the subjective practical education mode, establishing the dialectical circulation mechanism of "cognition-practice-reflection", creating a good practical education environment and cultivating revolutionary practical spirit, this study has important times value for breaking through the cognitive limitation of traditional mental health education, developing Marxist practical education paradigm and cultivating new people of the times who are responsible for national rejuvenation. It not only deepens the application research of practical philosophy in mental health education in theory, but also provides methodological guidance for solving the mental health problems of young students in practice.

Keywords

Outline of Feuerbach; View of Practice; Practice Educating People; Psychological Problems of College Students.

1. Introduction

As a brand-new way of thinking, practical viewpoint is the thinking logic of Marxist philosophy in dealing with all problems [1]. The Outline is the foundation work of Marx's new materialism. He criticized all the defects of the old materialism and put forward his own brand-new philosophy and basic ideas of new ideas. Marx's view of practice in the Outline discusses the concept of human subjectivity, the unity of man and the world, the unity of theory and practice, and the revolutionary critical spirit. It applies Marx's view of practice to the analysis of the mental health and practical activities of contemporary young college students, explores the problems such as the lack of human subjectivity in practical activities, the failure to objectify ideas in the mind into the objective world, and the lack of revolutionary spirit, and puts forward corresponding countermeasures. In the new era, rethinking the practical view of the Outline on Feuerbach is of great theoretical value and practical significance for solving college students' psychological problems, shaping the subject of practice, improving the environment of practical education and cultivating revolutionary spirit.

2. Psychological Problems of Contemporary Young College Students and Their Causes

2.1. The Lack of Human Subjectivity in Practical Activities

Understanding the world and transforming the world are inseparable from the subject of practice-people. Contemporary college students, as builders of socialism in the future, their mental health and ability growth are the key links for practical education in colleges and universities to finally settle in "shaping people". At present, there are psychological problems in college students, such as anxiety, confusion and nihility of value. The frequent occurrence of psychological problems among college students has aroused great concern in all aspects of society. The universality of college students' psychological problems is reflected in the increasing proportion of anxiety and depression among students, which has become a difficult problem that plagues campus life. The construction of young college students' knowledge system has not yet been completed, the shaping of values has not yet taken shape, and their emotional psychology is not yet mature. The external environment and ideological trend have an impact on college students' values, which is easy to cause psychological problems [2]. The reason is just as Marx revealed-the fracture between theory and practice. When young students are immersed in the sea of books and lack of practical training, when abstract theories cannot be a powerful weapon to transform the world, cognitive deviation and psychological crisis will appear.

The central view of practice in the Outline is to regard practice as the basic form of human existence and the ultimate measure of understanding truth. In the first outline, Marx pointed out that the biggest defect of the old materialism is: "The main defect of all previous materialism, including Feuerbach's materialism, is that things, reality and sensibility are only grasped in an objective or intuitive form, and they are not understood as perceptual human activities and practices [3]." This criticism completely broke the previous epistemological paradigm and raised practice from the epistemological level to the ontological level. Feuerbach's old materialism holds that man passively perceives the outside world, while Marx's view of practice emphasizes that man is a "real individual" who actively changes the world through practice and is the existence of subjectivity in the process of practice.

The problem of insufficient subjectivity should be analyzed from the perspective of purpose. College students' campus practice activities change from "self-setting goals" to "passively accepting tasks", which leads to the alienation of purpose. People can carry out conscious and purposeful objectification activities according to their own internal needs, which has nothing to do with external imposition, but is a value goal set by people themselves based on their own needs and rational judgment. The imperfection of practice evaluation in the evaluation system of education system and the over-emphasis of social recruitment units on campus practice results will often make college students unscrupulous in the practice process, which will guide the development of college students' practical purpose and direction in an unfavorable direction. The phenomenon that the subject position is not prominent enough in practice will distort the values of college students. When practice is no longer a self-realization exploration, it will only take part in practical activities as a catering tool, which will turn the internal essence of the practice process and the subjectivity of college students into nothingness. The final result of practical activities has become the standard for measuring students' grades, and the original purpose will also change, so the sense of nothingness will quickly fill the hearts of college students, and students will not become the real practice subjects.

2.2. The Knowledge in the Mind Has Not Been Objectified into the Objective World

The emergence of various psychological problems of college students is the fundamental reason why the theory criticized by Marx is divorced from practice. Marx pointed out in the eleventh outline: "Philosophers only explain the world in different ways, and the problem is to change the world [4]." This proposition breaks through the speculative tradition of traditional philosophy and points the fundamental task of theory to the revolutionary transformation of reality. For contemporary education, this means that students' mental health and personality growth can not only rely on psychological counseling or classroom indoctrination, but also be achieved through the two-way transformation of subject and object in practical activities. When college students encounter problems in the real world, it is far from enough to rely on theoretical analysis. Only through the intervention of practice and the joint transformation of themselves and the environment in the process of solving problems can they gain real psychological growth and ability improvement.

The practice mentioned in the Outline is no longer the humanistic inference discussed by Feuerbach, and Marx criticized Feuerbach's humanism. Marx believes that practice is not only human activities, but also changes in people's thinking, environment and even all social life [5]. However, the separation between "explaining the world" and "transforming the world" is reflected in the widespread phenomenon of emphasizing knowledge transmission and neglecting practice transformation under the current educational model. Students passively accept an abstract concept system in the classroom, lacking effective channels to translate these theories into practical actions. When the theoretical model of social development in books can't correspond to all kinds of complex problems encountered in reality, students will fall into cognitive difficulties, and when they really face fierce competition in the job market, they will show great psychological panic and cognitive confusion. This huge gap between theoretical cognition and practical experience is the contemporary manifestation of Marx's criticism of "explaining the world" and "transforming the world". Secondly, the dislocation between individual ideal and social reality. Marx believed that "man is the sum of all social relations", and the value of man should be realized in social practice. However, contemporary college students often lack real experience of social relations in a closed campus environment. Talking about common prosperity in schools often falls into empty talk. Only when we go to the rural areas in the west can we understand the calluses of poverty alleviation cadres. Socialism is a process of practice, and that kind of value construction can only be produced from practice. Therefore, when students face different values, they will have an existential confusion: "Why on earth do I study? What is the meaning of my life?" The last one is the disconnection between professional knowledge and professional ability. Marx's view of practice emphasizes the promotion of practice to the foundation and development of cognition. Paying too much attention to the instillation of theoretical knowledge and lacking practical application in higher education will inevitably lead to the imbalance of students' knowledge and ability, which also shows that the common problem of students is their concern about the disconnection between professional study and work. This disconnection between learning and application further leads to the difficulties in employment identification faced by students in employment, resulting in self-doubt and anxiety about themselves. This is an aspect neglected by the old materialists. They put aside practical activities to understand and understand the relationship between subject and object. They think that object is only a direct and intuitive reflection and expression of the object of knowledge. Subject can only passively accept the object without taking the initiative, and cannot exist as the object of knowledge and practice. They can't see the dynamic reaction of subject to object and the initiative of subject in practical activities, which leads to their one-sidedness in understanding things.

The psychological dilemma caused by this practice-absent educational model has different manifestations in different groups: students in underdeveloped areas are short of social practice resources, there are not many practical opportunities on campus and in society, and families can't help. Students from urban middle-class families have more practical resources, but social practice is alienated. Volunteering is to get credits, and enterprise internship is to stamp a chapter. The alienation of these two practices can not reach the "free and all-round development of human beings" advocated by Marx, and may also aggravate the psychological crisis. From Marx's view of practice, we can get profound enlightenment. In order to maintain the mental health of college students, we must create an education system that integrates theory and practice. Through multi-level and multi-angle social practice, students can complete self-remolding and ability leap in the process of "changing the world" and form a good cycle of psychological growth. Under the background of the new era, it is an inevitable requirement to promote the all-round development of students' body and mind, improve the effectiveness of ideological and political education and build a harmonious campus culture to enhance and cultivate college students' positive psychological quality. On the premise of clarifying the current situation of college students' positive psychological quality, we should continue to optimize the process, content and means of mental health education, effectively improve the effectiveness of education, and ensure that students have the qualities of wisdom, courage, humanity, temperance, justice and transcendence, and actively and consciously participate in the practice of socialist modernization [6].

2.3. The Revolutionary Spirit of Breaking the Old and Creating the New is Insufficient

While clearing the relationship between Feuerbach and the environment, Marx put forward a revolutionary theory of practice [7]. That is, "the consistency between environmental change and human activities or self-change can only be regarded as a reasonable understanding of revolutionary practice [8]." Revolution is the fundamental purpose and inner soul of the concept of practice in the Outline, which runs through the core part of the theoretical system. It is the basic theoretical quality of Marxist philosophy as a practical dialectical philosophy. However, it does not mean the simple destruction of violence. Its core is to break the old and establish the new, and criticize and discard all rigid, conservative and lifeless old things and concepts. And in the process of practice, we can actively create new things that conform to historical development. It requires that the subject of practice-man-must look at all existing things with a developing and critical eye. Give full play to people's subjective initiative, be brave in creation and be good at change on the premise of respecting objective laws.

On the other hand, the young college students in contemporary China, this revolutionary spirit born from practical dialectics is far from enough. On the thinking level, many students accept the existing knowledge system, but do not reflect and question its roots. Academically, they are more inclined to solve problems with standard answers, but they are unable to ask creative new questions. In society, they are easy to fall into simple binary opposition and emotional catharsis, but they can't deeply dissect things and explain the internal contradictions of things to explore their roots. So in order to pursue stability and avoid risks, they are keen to find the right template to realize their life planning. Life is not regarded as a process of continuous self-denial and self-development, which runs counter to the revolutionary spirit advocated by Marx's view of practice in essence. However, the lack of revolution is rooted in the lack of practical subjectivity, which just echoes the problem of lack of subjectivity mentioned earlier. In the process from basic education to higher education, China's educational model still focuses on teachers' knowledge inculcation and standardized examination screening. In this process, students seldom give full play to their curiosity about the unknown and create trial and error in the field. Instead, they form an answer thinking and are afraid of deviating from the track,

which has become a "de-revolutionary" educational mechanism to some extent. There is also a strong utilitarianism in the existing social system, which seriously invades the value judgment of contemporary young college students. The logic of students' actions is no longer based on their own inner love, but the standard to measure it has become whether it can bring visual benefits to themselves. The revolutionary spirit advocated by the concept of practice in the Outline means extremely high risk and long time and energy investment, which is completely different from utilitarianism's pursuit of maximizing short-term benefits.

Therefore, the direct psychological consequence brought by the lack of revolutionary spirit to college students is the deep psychological anxiety caused by the suppression of internal creativity. When young people can't confirm their own value through creative practice, then their energy will turn to the inner world and compete for stocks in an established framework in the inner world, which forms the involution of today's society. Everyone is not thinking about how to create a new cake, but trying to get a bigger piece from the existing cake, which brings not creative changes and the renewal of social tools, but endless anxiety and value nothingness. Revolutionary dialectics demonstrates that the world is not a collection of unchangeable things, but a collection of processes. Being content with the status quo and fearing the revolution itself is the biggest psychological crisis of contemporary college students. If young students can't become "breaking the old and establishing the new" in spirit, their psychological resilience will be fragile and vulnerable in the rapid social process of historical changes.

3. The "Outline" of the Practical Concept of Practical Education in Colleges and Universities

3.1. Build a Student-centered Practical Education Model

To build a student-centered practical education model, it is very important to guide young college students to change from expectations driven by others to self-value driven. Taking students as the main body of educational activities and development, and changing traditional education, we must change the concept that students are objects and establish the concept that students are subjects. This requires establishing students' dominant position in educational activities and returning the initiative of development to students. Cultivating students' subjectivity education is not to cultivate a possessive individual subject and an exquisite egoist, but to cultivate the subject of harmonious society and human society. Therefore, schools should provide practical places for students to pursue their inner ideals, guide their values and help them escape the temptation of external utilitarianism.

Marx believes that people realize the objectification of essential power through practice, and social practice provides a growing space for college students to break the campus boundary, re-recognize their potential and limitations in real social challenges, and constantly try to practice and get feedback. College students should form a profound recognition of individual value and ability, which is a clear understanding of the boundary of self-ability and a profound insight into the meaning of self-existence. In the process of reflection on practice, college students have learned how to treat their behavior critically, learn lessons from failures, sum up experiences from successes, and realize the transformation from passive acceptance to active creation. It is by constructing this closed loop of "practice-reflection-growth" that students can re-establish their own subjective identity in the process of serving the society.

The view of practice in the Outline provides practical guidance for the above problems. Through social practice, it is confirmed whether the knowledge we have is correct, and our thoughts have the potential and real ability to scientifically understand the real world and transform the objective world [9]. Practical education in colleges and universities is not a simple skill training and practical activities, but a systematic mental health education system should be established with the goal of free and all-round development of people. First of all, we must respect and

stimulate students' purpose and creativity in practical activities, which is an internal demand. Effective practical education mode can highlight students' dominant position, from "task-driven" to "interest-driven". Based on students' own professional interests and values, the school provides a diversified and optional practice platform to enable students to set their own practical goals. Teachers and tutors only serve as guides rather than commanders, and their purpose is to stimulate students' intrinsic motivation. When students really feel that they are the masters of practical activities, and the goal is to realize self-setting, then the setbacks in the practice process will make him more tenacious and produce a great sense of self-efficacy to resist the sense of nothingness and anxiety and establish a positive core self-identity. Secondly, practice should be established as the ontological foundation of educating people, not as an epistemological link. The old materialistic education is only a correct step to instill knowledge into students to verify their educational theory. However, the concept of practice in the Outline requires us to raise practice to the height of ontology, and holds that practice is the fundamental way for students to construct self-knowledge and realize development. Building a student-centered model means that colleges and universities should change their educational concepts and shift their practical activities from the edge of the educational plan to the center to create immersive practical activities, so that students can internalize their knowledge and develop their cognition in the process of solving complex problems independently, and constantly explore the integration of college students' psychological growth and ability improvement.

3.2. Create an Excellent Practical Education Environment

The practical view of the outline inspires universities to create an excellent practical education environment. The environment is not static and unchangeable, but is shaped by people's practical activities, which in turn affects people's places. "All materialism in the past" only grasps the real world from the abstract material entity level, and only sees the independence of the objective world, but is not related to people's perceptual activities, thus completely ignoring the role of practice between subject and object, thus resulting in such a situation. The unity between subject and object is a negative unity completely divorced from practice, rather than a positive unity between subject and object based on practice [10]. An excellent practical education environment can essentially stimulate students' cycle of "practice-cognition-re-practice". Its core lies in building an open, inclusive and challenging practical education environment, which can provide a good educational place for cultivating new young people in the new era who are physically and mentally healthy.

A good practical education environment must adhere to authenticity. Marx emphasized that the truth of thinking can only be proved in practice. Colleges and universities should put real social contradictions and practical problems in front of students while providing practical platforms, and avoid formal and idealized practical education. Only when exploring questions with no standard answers can the reality of thinking be developed. Therefore, colleges and universities should break the rigid model and cooperate with government, enterprises, communities and other social organizations to develop projects with real educational significance and let students participate in them. At the same time, it is necessary to provide a strong faculty to ensure that students can not only maintain critical thinking, but also obtain effective knowledge reserve support in the face of real problems, so as to turn practical challenges into driving forces for growth.

A good practical education environment should encourage trial and error and give students some room for fault tolerance. The essence of practical activities is exploration, which is bound to be accompanied by the risk of failure. If the practical environment is full of utilitarianism, only success is allowed and failure is not allowed, then students will not be able to show their talents in the process of practical activities. Choosing conservative or even fraudulent behavior for the final result deviates from the original intention of educating people through practice.

The concept of practice in the Outline contains revolutionary and critical spirit, which requires colleges and universities to create a practical atmosphere of bold exploration and courage to fail. In terms of system, we should establish a diversified evaluation mechanism, not only because of the final results, but also pay attention to students' awareness of problems and their ability to learn lessons in practice. In terms of funds, we should support exploration projects with innovative ideas and uncertainties, and be the strong backing of students. Only in a safe environment that encourages trial and error can students dare to break away from convention, and their subjectivity and creativity can be brought into play, and truly practice "people should prove the truth of their thinking in practice [8]" This requirement.

A good practical education environment should promote the benign interaction of social relations. The assertion that man is the sum of social relations shows that practical education is not carried out in an ideal environment, but is deeply rooted in the established social relations. Colleges and universities should strive to build a multi-level cross-cultural interactive system, including not only the academic community between teachers and students, but also the school-enterprise, school clubs and even international cooperation. Invite different groups in the society, such as community representatives, enterprise executives, industry experts and other groups to have face-to-face practical exchanges with students, promote the two-way flow of knowledge, and thus achieve positive interaction in social relations. In this kind of high-quality interaction, students can understand the perspectives of different social groups, thus integrating the experience of others into the process of self-growth, and closely linking individual development with social development. It is in this benign interactive social relationship that students' sense of social responsibility can be internalized from external requirements into personal qualities.

Therefore, the ultimate goal of creating an excellent practical education environment is to build a consortium from education to society with practice as the intermediary. In practice, students can not only verify the truth, exercise their ability, but also think about the value of life and cultivate the sense of responsibility, so as to realize the revolutionary spirit of "the change of environment is consistent with human activities or self-change" in the Outline. This form can not only break the boundaries of traditional education, but also enable students to truly contact the society and understand the operating mechanism of society. In the process of practice, students will face all kinds of real situations, which are often more complicated and changeable than the knowledge in books. Students need to use what they have learned flexibly and make judgments in combination with the actual situation. This kind of experience can greatly improve students' adaptability and problem-solving ability, and at the same time, it can also enable students to discover their interests and potential in practice, laying a solid foundation for future career planning.

3.3. Keep Pace with the Times and Cultivate New People of the Times Who are Physically and Mentally Healthy

The revolutionary nature of Marx's view of practice lies in the critical transformation of reality rather than passive adaptation. All theoretical and practical work should reflect the times, grasp the regularity, be creative and create a new situation in Socialism with Chinese characteristics's education. Keeping pace with the times to cultivate new people in the times is not a plagiarism of the old educational model or a catering to the needs of the market, but a conscious, revolutionary and creative social practice activity armed with the concept of practice. Its purpose is to cultivate new people of the times who can take the initiative to undertake the great task of national rejuvenation, be brave and good at critically transforming the real world, which requires revolutionary and creative changes in the educational system of colleges and universities. The innovation of educational system in colleges and universities is not only the innovation of educational technology, but also the change of some parts or links of education.

It focuses on the development of students, reforming and innovating educational concepts and modes, promoting students' all-round development and being more conducive to their physical and mental health development.

Keeping pace with the times to cultivate new people of the times requires the revolutionary transformation of the concept of educating people in colleges and universities from transmitting knowledge to awakening the subjective life consciousness, and creatively constructing a new paradigm of educating people. It not only means that classroom teaching should be changed from teacher-centered to a place for teachers and students to explore together, but also means that the role of teachers in the classroom is no longer the absolute authoritative truth holder, but only as a guide and collaborator for students to explore unknown fields. At the same time, curriculum design should break down the barriers between disciplines and focus on complex and real problems in society, so that students can comprehensively use multidisciplinary knowledge to solve problems without standard answers, so as to exercise their critical power, imagination and constructive power needed for revolutionary thinking. As far as the evaluation system is concerned, schools should thoroughly reform the previous tendency of focusing only on scores and papers, and establish a set of multiple evaluation standards that can measure students' growth from all aspects, so as to provide more opportunities for the development of innovative talents. This critical transformation of educational ideas is the embodiment of the revolutionary and creative structure of today's educational system.

Keeping pace with the times and cultivating new people of the times require that the content of educating people in colleges and universities must be upgraded in the same frequency with the times, and creatively build a content system that is integrated with China. Practice is the practice of the times, and the cultivation of new people in the times should closely follow the pulse of the times. Colleges and universities should not immerse themselves in ivory towers and impart the "scholastic philosophy" that is divorced from the development of the times, but must transform the most cutting-edge scientific discoveries, technological changes and changes in social thoughts into educational content in a timely and creative manner. Therefore, it is necessary to be forward-looking before the layout of educational content. Facing the new round of scientific and technological revolution and industrial transformation, colleges and universities should actively optimize the discipline structure, develop emerging interdisciplinary subjects, and integrate cutting-edge scientific knowledge into basic courses, so that students can stand at the forefront of knowledge of the times. This is not only to enable them to master new knowledge, but also to cultivate their ability to use revolutionary tools to transform the real world. In this process, we should take root in the land of China and strengthen the characteristics of "China" in educational content. In the process of imparting knowledge, teachers should be good at taking the latest achievements of Socialism with Chinese characteristics's theoretical system and the great strategy of national development as vivid examples to guide students to deeply understand the land under their feet and the times they are in. Students can understand the real challenges and reality that China is facing through field research. So as to cultivate his revolutionary position and creative wisdom in solving the China issue based on China's national conditions. Ensure that the new people cultivated are not only future-oriented, competitive, but also reliable talents who are "the country's greatest" and can take root in the motherland to create.

Keeping pace with the times and cultivating new people of the times require that the educational path of colleges and universities must break the campus wall. From the Marxist point of view, people can prove that people's thinking can correctly understand objective things through practice, which shows that "the other side" is knowable and establishes that practice is the standard to test the truth. In short, people's knowledge comes from practice, and its truth is also tested by practice [11]. The Outline emphasizes that people should prove the truth of

their thinking in practice. If the process of educating people in colleges and universities is out of touch with social practice for a long time, the subjectivity of the cultivated people will be vulnerable. True revolutionary and creativity should be tempered and verified in vivid social practice, and social practice should be promoted from a course and a link to the whole process of educating people. In this mode of practical education, what is cultivated is no longer exquisite egoists and utopian critics, but practical revolutionaries with their feet on the ground, their hearts on the world and their skills in hand. They not only have the courage to criticize old things and gain insight into the ills of the times, but also have the practical ability to build a new world and create a better future. Keeping pace with the times and cultivating new people in the times requires comprehensive reform and innovation in the educational content, educational path and practical links in colleges and universities, which is a realistic portrayal of the revolutionary concept of practice embodied in the outline in the field of education in colleges and universities.

In the new era, the construction of Socialism with Chinese characteristics is full of expectations for young people, and they are required to shoulder the mission of realizing the goal of "two hundred years", building a socialist modernization power in an all-round way and realizing the Chinese nation's great rejuvenation of the Chinese dream [12]. Therefore, the practical cultivation of college students must focus on the cultivation of mission spirit and make clear the direction of its efforts. College students are required to be good at correctly treating China's past, present and future from the perspective of historical materialism, and to make clear their responsibilities and missions.

4. Conclusion

To sum up, the practical viewpoint is the core viewpoint of Marxist philosophy. China is a big country in higher education, with more than 40 million college students. Because college students need to cope with the pressure from all aspects of society, such as high-intensity study and knowledge, changing living environment and lifestyle, heavy economic burden and complicated employment situation, they are becoming a high-risk group of mental health problems. The practical philosophy established by Marx in the Outline provides a fundamental way to solve the psychological dilemma of contemporary college students. The object of consciousness is not the "thing in itself" on the other side, but the perceptual activities of realistic people on this side. To test whether a certain thinking has truth, pure theoretical argument is meaningless and must be verified in practice. Based on the new interpretation of the concept of practice, Outline has inspired a series of important theoretical issues and established an ideological system with the concept of practice as the core. The new practical concepts and ways of thinking established in the Outline highlight the reality and subjectivity of human beings, show a new realm of unity between human beings and the environment, emphasize the distinctive character of keeping pace with the times between human beings and philosophy, and provide a scientific world outlook and methodology for people to analyze and solve problems. When young college students take root in the realistic soil and turn pure thinking into actions to change the world, then mental health is the natural result. Educators in colleges and universities should deeply reflect that psychological problems are practical problems, anxiety is lack of action, and confusion is value confusion. Only by building a bridge of social practice can knowledge become power and individuals be integrated into historical reality. To create a new form of psychological education based on practice, it is necessary to make a deep innovation in educational concept, from simply learning knowledge to practical education with students as the main body, from classroom center to classroom view in social field, from quantitative achievement to evaluation view of all-round development. When universities truly integrate Marx's motto "The problem is to change the world" into the

education process, successfully build a student-centered practical education model, create an excellent practical education environment and keep pace with the times to cultivate new people of the times, they will shape new people of the new era with healthy psychology, practical wisdom and historical responsibility. They can not only explore the laws of nature in the laboratory, but also experience life experiences in a vast world. They can not only master the knowledge and skills in the professional field, but also use practice as a torch to illuminate the social prospects and complete the dual value promotion of themselves and the times on the journey of the great rejuvenation of the Chinese nation.

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