
PSYCHOLOGICAL GUIDANCE MECHANISM ON THE LEARNING PROCESS OF MARXIST PHILOSOPHY

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Abstract

The Chinese government regards Marxist philosophy as the key to the advancement of socialism with Chinese characteristics. This paper aims to disclose the psychological guidance mechanism on the learning process of Marxist philosophy. The learning process was analyzed based on the selective psychology of the audience. The author examined the disseminators, contents and features of the learners of Marxist philosophy in Chinese colleges, and then established an effective communication model of Marxist philosophy. The model was applied to classroom teaching of Marxist philosophy in colleges, and the application results were used to evaluate the selective psychological guidance mechanism. The results show that the selective psychological guidance mechanism effectively improved the popularity of Marxist philosophy among the audience by 52.9%. The research findings shed new light on the reform of Marxist philosophy teaching in Chinese colleges.

Key words: Marxist Philosophy, Audience, Communication, Selective Psychology, Psychological Guidance.

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INTRODUCTION

The popularization and dissemination of Marxist philosophy is an important part of the popularization of theoretical knowledge of socialism with Chinese characteristics. Carrying out the teaching activities of Marxist philosophy in higher education is an important platform for the popularization of Marxist philosophy (Knight, 2005; Holm, 2006). At present, there are some shortcomings in the teaching of Marxist philosophy in colleges and universities, such as low interest in learning and outdated teaching methods. Marxist philosophy has become a psychological burden and learning puzzle among college students. In order to get rid of this predicament, it is urgent for the reform of Marxist philosophy teaching in China (Knight, 2002; Jun, 2009).

Since communication was introduced into China, it has been quoted by educational scholars to improve the teaching effect: some scholars have put forward corresponding countermeasures to improve the communicating effect in view of many problems in the communicating process of the popularization of Marxist philosophy; some scholars have put forward the application of network technology, computer technology, mobile devices and other new media methods to promote the popularization of Marxism. In the existing researches in China, there is no research that combines the audience psychology of communication with Marxist philosophy, and the development of communication theory has revealed that the most important part of communication is the audience. Therefore, it is an innovative breakthrough to study the influence of psychological guidance mechanism in the learning process of Marxist philosophy on the teaching of Marxist philosophy (Schiper, 2003).

The audience's selective psychology is the

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main psychological state that the audience presents in the process of communication. Therefore, it is necessary to use selective psychology as a starting point for psychological guidance to the audience of Marxist philosophy (Hanus, Goebel, Dingel et al., 2007; Van Dillen, Enter, Peters et al., 2016). In the structure of this paper, firstly, the present situation and teaching requirement of Marxist philosophy teaching are analyzed; then the model of effective dissemination of selective Marxist philosophy is established in combination with selective theoretical knowledge; finally, the comparative analysis on college students participating in the experiment is carried out through practice teaching experiment to find changes in the attitude of college students on learning Marxist philosophy before and after teaching practice. The research of this paper enriches the teaching of Marxist philosophy from the psychological aspect of the audience, and it is of great significance to improve the teaching level of Marxist philosophy and the popularization of Marxist philosophy in colleges and universities of China.

PRESENT SITUATION AND REFORM DEMAND OF MARXIST PHILOSOPHY TEACHING

Marxist philosophy

Marxist philosophy is a general philosophy that reveals the laws of world change and development, and is the philosophical basis for the core values of socialism in China. The dissemination and popularization of Marxist philosophy among the Chinese people is the main content of the construction of socialist spiritual life in China. Through Marxist philosophy, the advanced thought and knowledge are transmitted to college students and the public, arming the whole nation and laying the ideological and theoretical foundation for China's socialist modernization and the great rejuvenation of the Chinese nation (Hornborg, 2014).

Present situation and reform demand of Marxist philosophy teaching

The main objects of Marxist philosophy teaching is college students in China, and then it is spread to the whole society through families gradually. Therefore, the key objects of Marxist philosophy teaching in China lie in college students (Kolton, 2011). Marxist philosophy is a

compulsory course for college students in China, aiming at setting up scientific world outlook, values and outlook on life, but in the course of Marxist philosophy teaching in China at present, students lack interest and enthusiasm in learning and have a blind goal in the learning process just for the required course credit. In order to cultivate students' innovative thinking, stimulate their interest in learning, eliminate the need for test-oriented educational thinking, and improve the ability of independent thinking, the reform of Marxist philosophy teaching in China is continuously advancing.

SELECTIVE PSYCHOLOGICAL GUIDANCE MECHANISM

From the theory and practice of communication, we can see that in the process of receiving knowledge and information, the audience will be selective because of their own interests, and this selective psychology covers selective attention, selective understanding and selective memory. Therefore, during the teaching and dissemination of Marxist philosophy, students' selective psychology is taken as the guiding object, and achieving better teaching and dissemination effect is the key breakthrough point (Baltes & Dickson, 2001).

Summary of the theory of selective psychology

As shown in Figure 1, there are three links of selective psychology in the process of dissemination: In the first step, selective attention can reject the information that the audience is not interested in by mobilizing the sensory organs to process the input information; in the second step, the audience can understand the information selectively according to his or her cognitive category; in the third step, based on the mechanism of selective memory, the audience can store information of interest and value in the brain (Dzhafarov & Kujala, 2012).

The production of selective psychology is not accidental and determined by the innate and acquired factors of the audience: The innate factor is mainly that the physiological structure and function of the human body do not satisfy the processing and storage of all the received information; the acquired factor is that the audience's selective learning of external information in order to satisfy their cognitive balance while constructing their own values.

Figure 1. Three aspects of selective psychology

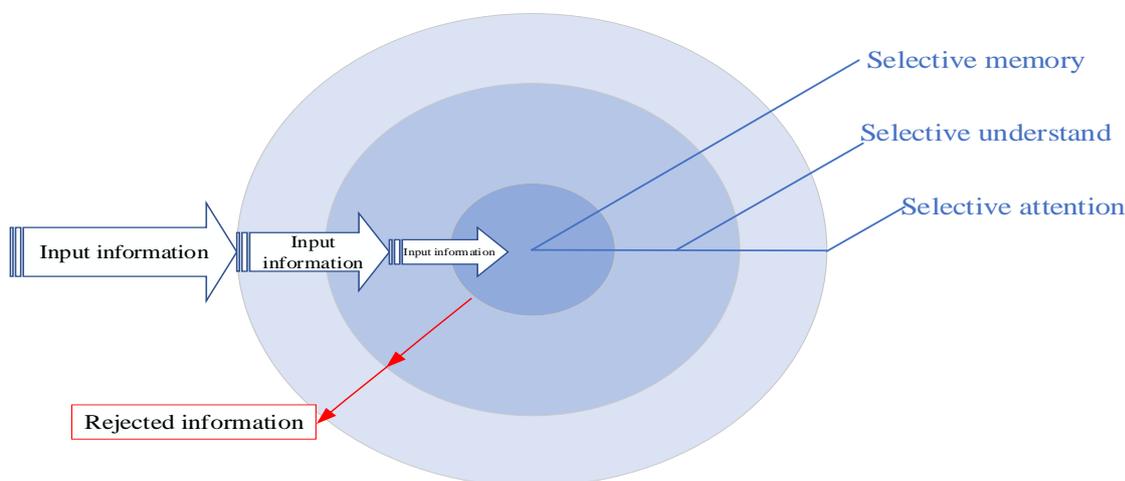
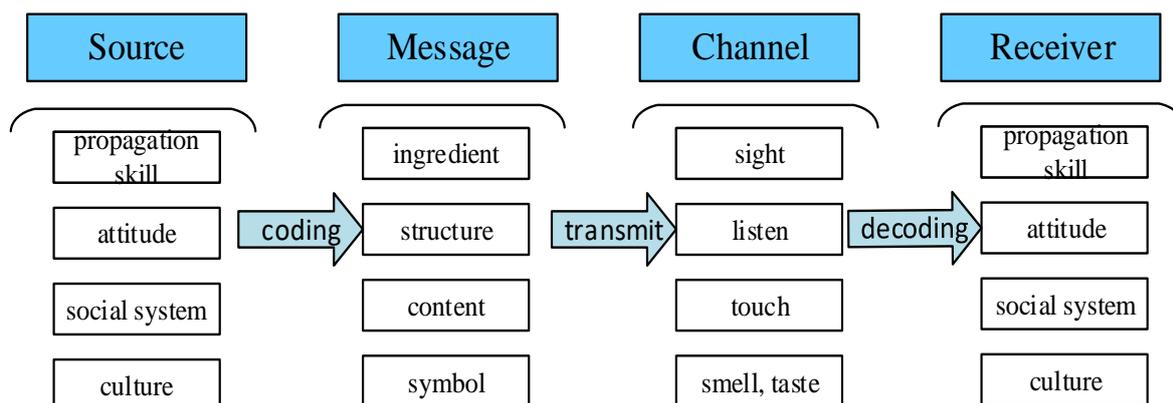


Figure 2. Belo mode



Communication mode based on selective psychology

Based on the influence of the selective psychology of the audience on the process of information transmission and reception in the process of communication, this study standardizes the communication mode and by using the SMCR communication mode of foreign scholar Belo and the mass communication mode of Westley and McLean for reference, it puts forward the learning and communication model of Marxist philosophy.

Belo's communication mode

The four elements of communication are source message, channel, and receiver, respectively. The structure of Belo's SMCR mode is shown in Figure 2 (Nirwana, Utami, & Utami,

2015).

The teaching process of Marxist philosophy conforms to Belo mode, in which the source is the teacher, the information is the knowledge of Marxist philosophy, the channel is the teaching classroom, and the receiver is the college students.

Westley-MacLean's mass communication mode

Westley-McLean's mass communication mode illustrates the interrelationship between the various elements of communication, in which the feedback of the receiver on the channel of communication and information and feedback of the receiver on the source are the focus of this mode (Westley & Jr, 1955).

Learning and communication mode of Marxist philosophy

The essence of Marxist teaching process is the dissemination of Marxist philosophical knowledge from teachers to students, and at present, there is a lack of thorough understanding and careful analysis of various communication links in the development of Marxist philosophical classroom in colleges and universities in China. This leads to the predicament that the audience of Marxist philosophy has low interest and poor learning effect in learning.

In order to better investigate the psychological state of the audience in the Marxist philosophy classroom, the online questionnaire is used to interview the college

students, and the indicators on the influence of Marxist philosophy on the psychology of the audience are summarized as shown in Table 1.

The psychological guidance mechanism based on the selective psychology takes the indicators in Table 1 as the starting point of the audience's psychological guidance, and feedbacks and adjusts the teachers and teaching methods in time: in terms of the audience ability, it pays attention to the psychological guidance of the students' insight ability, judgment ability, and thinking ability; in terms of audience attitude, it pays attention to the cultivation of cognitive attitude and spiritual will of students; in terms of the audience behavior, it pays attention to exercising individual behavior, group behavior and social behavior of students.

Figure 3. Relationship of propagation factors

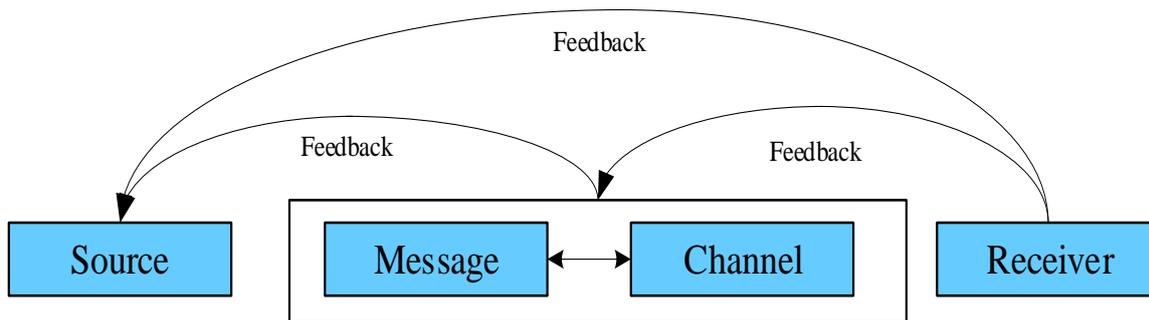


Table 1. Impact indicators of Marxist philosophy audience psychological

Influence object	Impact indicator		
	First classroom indicator	Second classroom indicator	Third classroom indicator
College students	Audience ability	Insight ability	Timely perception of changes in the ideological level
		Judging ability	Judgment about the situation, definition of position
	Audience attitude	Thinking ability	Applying basic theory to analyze changes in the real level
		Innovation capacity	Innovation in theory in the process of learning, innovation in behavior in the process of practice
Audience behavior	Cognitive attitude	Proactively seek supportive information and selectively accept new ideas	
	Spiritual will	Spiritual pleasure, determined will	
	Individual behavior	Standardize individual behavior patterns and guide other individual behaviors	
	Group behavior	Common values enhance team awareness and comprehensive implementation of socialist core value system	
	Social behavior	The full implementation of the socialist concept of honor and disgrace	

Figure 4. Marxist philosophy learning and communication mode

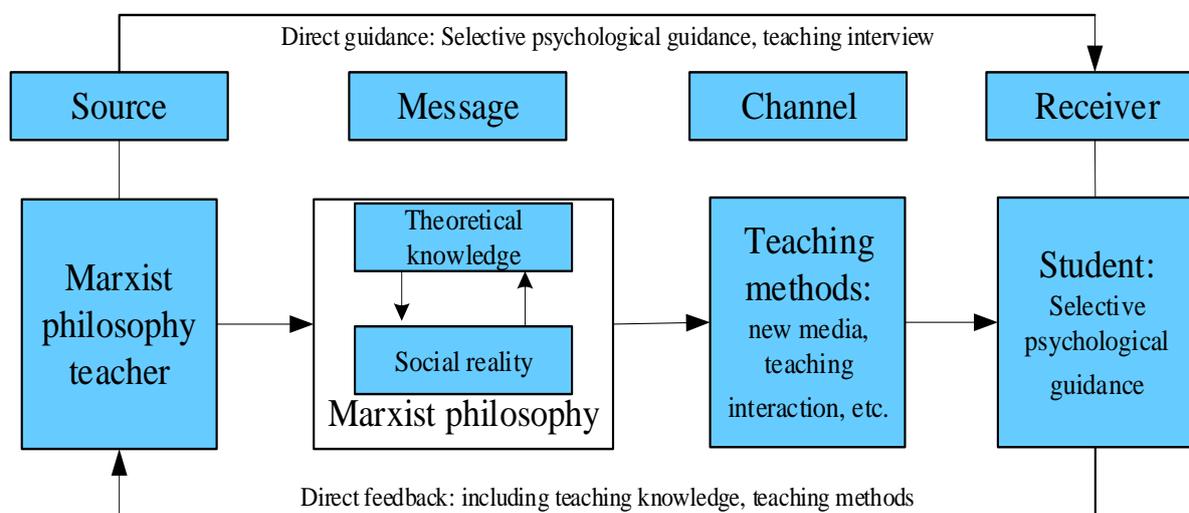


Figure 4 shows the learning and communication mode of Marxist philosophy is established in this paper. Compared with Belo's and Westley-McLean's communication modes, the communication of Marxist philosophy pays more attention to the direct communication between teachers and students. On the one hand, the students feed back the teaching effect of on Marxist philosophy knowledge and learning method to the teachers in a timely manner, and the teachers improve the practical effect of Marxist philosophy teaching according to the goal of teaching reform based on the above feedbacks. On the other hand, teachers guide students' psychology according to the indicators of students' selective psychology and audience's psychology, so as to improve students' autonomous learning ability and students' interest in Marxist philosophy.

The failure of the development of the Marxist philosophy classroom is not due to the lack of value of Marxist philosophy itself, but to the monotonous and stereotyped teaching classroom, which is based on the scriptures. We should pay attention to the integration of Marxist philosophy theory and social reality under the mechanism of psychological guidance, and raise the social reality to the Marxist philosophy, which will be of great benefit to improve students' participation in the classroom.

CLASSROOM TEACHING PRACTICE BASED ON THE MECHANISM OF SELECTIVE PSYCHOLOGICAL GUIDANCE

Design of teaching practice

In order to verify the teaching effect of Marxist philosophy based on the selective psychological guidance mechanism, 200 college students in a Beijing university are chosen as the audience to carry out a semester's teaching of Marxist philosophy. In the development of classroom teaching, teachers design the teaching classroom according to the learning and communication mode of Marxist philosophy, and actively communicate with students after classroom to improve the teaching contents and methods.

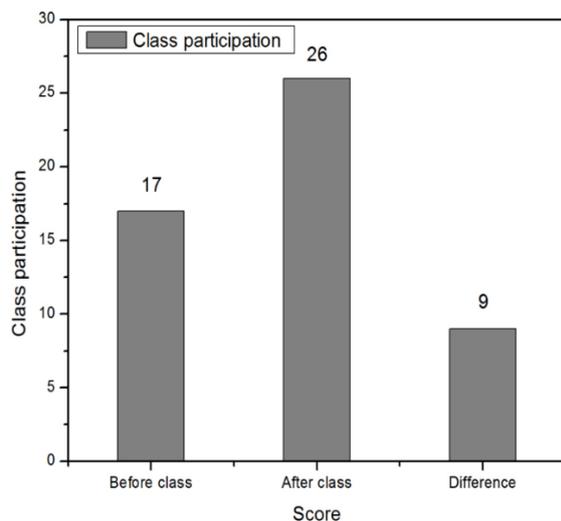
In order to verify the teaching effect, with the classroom participation as the evaluation indicator, the questionnaire survey is carried out on the college students' classroom participation before and after the experiment to obtain the students' interest in Marxist philosophy classroom and the participation frequency of classroom interaction. The contents of the questionnaire are shown in Table 2. Students can select 1. Never, 2. Very little, 3. Sometimes, or 4. Frequently according to their own conditions. 1-4 scores are used to count the score of students (the highest score is 40 and the lowest score is 10 (Putra, Ng, Tan et al., 2013; Hua, Guo, Gough et al., 2002).

Table 2. Classroom participation score

1. When the teacher asks you to discuss with the table, you are willing to discuss	2. When the teacher asks you to have a conversation with the same table, you are willing to do
3. When the teacher asks you to prepare for the group activity, you are willing to prepare	4. When the teacher asks you to tell a story at the same table, you are willing to talk
5. Have the courage to express their own philosophical views in front of classroom mates	6. Participation group debate
7. Participate in classroom activities such as Philosophical discussion	8. Willing to state what you think about something or opinion
9. Listen carefully when the teacher explains the philosophy theory that appear in the text.	10. When the teacher asks some open questions, he is willing to answer

Results of teaching practice*Comparison of classroom participation before and after teaching practice*

The average score of the participation degree of 200 college students in Marxist philosophy classroom before and after teaching practice is shown in Figure 5.

Figure 5. Classroom participation comparison

It can be seen from the figure that the students' participation in classroom before and after the teaching practice is significantly improved, and the students' participation in classroom after the teaching practice is 59.4%

higher than that before the teaching practice.

Teaching classroom interview based on selective psychological guidance mechanism

A random after-classroom interview is conducted between 50 students participating in the teaching classroom and the teachers, and the satisfaction and expectation of the students to the teaching classroom of Marxism are shown in Table 3.

Table 3. Interview results

Option	Number	Percentage
Subjective satisfaction of the classroom (yes/no)	42	84%
Classroom expectation (yes/no)	45	90%

Students are very satisfied with the content of classroom based on their selective psychology, and the original boring theoretical knowledge is more vivid after combining social practical activities. Marxist philosophy classroom is no longer forcing students to achieve credits, but independent and selective acceptance of Marxist philosophy knowledge. More than 90% of students, when asked whether they expected this model to continue in the teaching classroom, expressed their willingness to continue to participate in the teaching classroom of Marxist philosophy in this mode.

Teachers say that the Marxist philosophy classroom has received unprecedented attention after the selective psychological reform based on the students, and the students are more willing to participate in the classroom discussion and exchange. At the same time, teachers themselves can summarize the direction of classroom reform from the feedback of students and choose different teaching methods according to their interests.

Enlightenment from the teaching of Marxist philosophy

The true and realistic spirit of Marxist philosophy and its guiding role in outlook on life and values are crucial to the establishment of life beliefs among college students in China. At the same time, the learning attitude of college students to Marxist philosophy also determines the dissemination effect of Marxist philosophy in colleges and universities. Only by dialectically combining the dissemination demands of the

two can we truly implement the reform of Marxist philosophy teaching. The focus of the reform of Marxist philosophy teaching must shift from the teachers to the audience (students), guide the audience's psychology with the audience as the center, and design the communication mode that meets the needs of the audience: 1. innovate the teaching content of Marxist philosophy and promote the popularization of Marxist philosophy and the development of Sinicization; 2. fully apply the popularization channel of Marxist philosophy and play the role of public media other than classroom; 3. respect the subjective initiative of the audience, stimulate the audience's thirst for knowledge and curiosity, and set up a feedback and return visit mechanism.

CONCLUSIONS

The teaching of Marxist philosophy has always been the mode of "teachers instilling in the classroom and students listening to the lectures" in colleges and universities in China. Although many achievements have been made through continuous reform and exploration, it is impossible to reverse the passive situation of the test-oriented teaching in Marxist philosophy teaching. Only through the reform of the real teaching contents and methods can we get rid of the dogmatic teaching mode and achieve the goal of understanding Marxist philosophy values. In order to improve the success rate of the dissemination of Marxist philosophical knowledge among the audience, this study analyzes and designs the mode of psychological guidance and communication which can arouse the students' attention, understanding and memory from the view of the selective psychology of the audience. Through teaching practice, this study verifies the effectiveness of the teaching mode based on the psychological guidance mechanism of students. The results and significance of this study are as follows:

(1) Based on the analysis of theoretical knowledge and the interpretation of the existing communication modes, this study designs the learning and communication mode of Marxist philosophy.

(2) The teaching practice shows that the learning and communication mode of Marxist philosophy improves the students' participation in the classroom by 59.4%, and gets the good teaching effect from teachers and students.

(3) The enlightenment of Marxist philosophy teaching reform put forward in this study has important guiding significance to the teaching reform of this subject.

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