

A New Perspective of Student Ideological and Political Work Paradigm: Based on Embodied Cognition

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Abstract

The concept of “paradigm” was put forward by American philosopher of science Thomas Kuhn, which has been widely used in various scientific researches. Under the influence of traditional cognitive science, the paradigm of students’ ideological and political work advocates the dualism of body and mind, pays attention to the cultivation of human spirit, and ignores or belfries the role of body in cognition, which has some drawbacks. The ideological and political paradigm of students from the perspective of embodied cognition adheres to the monism, advocates the integration of body, mind and mind, and has the characteristics of embodied, situational and experiential. It is a brand-new paradigm of students’ ideological and political work. In practice, this paradigm forms a new path of students’ ideological and political work, including investigation and analysis, content and way, participation and identification, complementation and guidance.

Key words: Body-mind dualism; Embodied cognition paradigm; Students’ ideological and political perspective

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In 1962, Thomas Kuhn, a famous American philosopher of science, put forward the term “paradigm”, believing

that paradigm is something shared by all members of a scientific community, which determines researchers’ problem areas, theoretical framework and methods of research, and plays an important role in the development of academic activities and the continuity of academic tradition. For scientific community, Kuhn’s paradigm theory has three big functions, world outlook, values and methodology. These three functions are the basic connotation of paradigm theory, which can “make people more clearly recognize the paradigm in the process of the development of science and function and the significance, and make it become a reasonable basis and powerful weapon to demonstrate the subjective factors and humanistic characteristics contained in science.”

After many years of debate in western academic circles, paradigm theory has established its position in the field of philosophy of science, and gradually moved from the scientific field to a variety of disciplines, providing a new methodology for many natural and social sciences. Various sciences begin to compete to study paradigms, and the field of education science is no exception.

1. THE CONCEPT OF STUDENTS’ IDEOLOGICAL AND POLITICAL WORK PARADIGM

The ideological and political work of students determines the direction of talent training, which is closely related to the rejuvenation of the nation, the future of the country, and the realization of the Chinese dream, and has very important significance. General Secretary Xi Jinping stressed at the National Conference on Ideological and Political Work in Universities in December 2016: Ideological and political work of colleges and universities is related to train what kind of person, how to cultivate people and cultivating people for who this basic problem, and put forward “to adhere to the khalid ents as the

key link, the ideological and political work through the education teaching process, realize the whole education and comprehensive education, efforts to create a new situation our country higher education enterprise development.” This also highlights the necessity of studying the paradigm of students’ ideological and political work.

According to the paradigm theory, understanding students’ ideological and political work by “paradigm” constitutes the paradigm of students’ ideological and political work. Paradigm of students’ ideological and political work: it refers to that school educators have general beliefs, principles and standards when carrying out ideological and political work, and can carry it out in accordance with certain methods.

2. THE STATUS QUO OF STUDENTS’ IDEOLOGICAL AND POLITICAL WORK PARADIGM

Professor Wang Xinyan pointed out that after more than half a century of development in contemporary China, Marxist philosophy has made remarkable achievements on the one hand, on the other hand, there are many questions and lessons worth thinking. “In fact, the study of Marxist philosophy in contemporary China has been seriously troubled by methodology, which is highlighted by the failure to form a real universal consensus on the research paradigm of Sinicization of Marxist philosophy”. Professor Wang’s concern about the research paradigm of Marxist philosophy which is also a puzzle existing in the students’ ideological and political work in China at present: the students’ ideological and political work has been plagued by methodology in the research paradigm, which our students have made great achievements in ideological and political work at the same time, but leaving us a lot of problems worth thinking. Professor Sun Zhengyu holds that the study of Marxist philosophy in contemporary China can be divided into three different paradigms according to the time stages: textbook paradigm, textbook reform paradigm and post-textbook paradigm. Professor Sun believes that it may be biased to divide contemporary Marxist philosophy research in China into “textbooks” as the content of the paradigm, but the study of Professor Sun’s definition of contemporary Marxist philosophy research time is as follows: Textbook paradigm (in the 30 years after the founding of the People’s Republic of China), textbook reform paradigm (in the 1980s), and post-textbook paradigm (since the 1990s) which provide a good reference for us to analyze the stage of contemporary students’ ideological and political work.

After the founding of new China, the ideological and political work of students in China has experienced the stages of “theoretical construction”, “gradual combination of theory and practice”, “theoretical confusion” and so

on. 30 years after the founding of new China, the student thought political work closely around establishing the Chinese characteristic campus as the center to carry out ideological and political work, build up students’ ideological and political work of the overall objectives, theoretical framework and evaluation standard, to shape the spirit of students and to training as the goal, focusing on the establishment of a theoretical framework of the ideological and political work tasks, To our party in the long-term revolution and struggle to form an effective method “reasoning education method” (by presenting facts, reason the way of ideological and political education method) as the basic method. This stage is the theoretical construction stage of students’ ideological and political work.

In the 1980 s, China ushered in the comprehensive reform and opening up, the student thought political work from theoretical level to practical level, began to pay attention to the subjectivity of the discussion, on the ideological and political work begin to pay close attention to the actual situation of students, pay attention to students’ ideological differences in behaviour, in education methods gradually shift from passive to accept for the targeted education. This stage is the gradual combination of theory and practice.

After the 1990 s, a large number of new thoughts, new theory into China, a large number of modern education theory has been widely introduced into the education teaching and the thought education work, the ideological and political work of thought and reflection, also has brought the ideological and political workers confusion: We do our best to educate our students, but there are still so many problems? Why our campus disharmony, uncivilized phenomenon is common? Why are many of our college dormitories not as clean and tidy as those of primary and secondary schools? Why do all kinds of bullying cases often appear on campus? Even some extreme school assault cases? Where is the root of the problems existing in our students’ ideological and political work?

“Philosophy is the foundation and guidance for the development of cognitive science”. From Socrates and Plato in ancient Greece to Descartes in the 17th century, the dualism of mind and body has been advocated. “The traditional cognitive science is based on the above philosophical views that advocate the dualistic opposition of mind and body, subject and object, mind and matter”. Since the founding of the People’s Republic of China, the ideological and political work of students has been influenced by traditional cognitive science. In the traditional cognitive science, cognition is regarded as a representation and processing of information. The human brain is a machine that acquires processes, maintains and utilizes information, just like the computer. Ontologically, this theory holds that mind and body are dualistic, mind can exist independently of body, and body is a container or

place of mind. In epistemology, people only pay attention to the spiritual cultivation, neglect or belittle the role of the body in cognition; In methodology, through imparting knowledge, cultivating and training students' mental ability, using simple reasoning or cramming teaching. The paradigm of students' ideological and political work based on this theory can be called the traditional cognitive science paradigm, which is a learning process only related to mental training, not physical science; Or they only pay attention to the subjective status of students' spirit and ignore the science of body's influence on spirit. The effect of students' ideological and political work under the guidance of this scientific paradigm is bound to be poor.

3. NEW IDEAS OF STUDENTS' IDEOLOGICAL AND POLITICAL WORK FROM THE PERSPECTIVE OF EMBODIED COGNITION

Kuhn paradigm theory puts forward the process of paradigm revolution: pre-science -- conventional science -- crisis period -- scientific revolution -- new conventional science, and holds that scientific development is the replacement and revolution of one paradigm to another. Kuhn said: before science refers to the stage of mutual exploration without systematic theories, when science with system theory has entered the stage of normal science under the guidance of general scientific method can't solve puzzles or difficulty. It is the crisis stage that requires a new scientific revolution until there is a new conventional science.

Reviewing the ideological and political work of contemporary Chinese students, the paradigm of ideological and political work of students under the guidance of traditional cognitive science has experienced the pre-scientific era 30 years after the founding of the People's Republic of China, the conventional science era in the 1980s and 1990s, and entered the crisis period in the 1990s when it was questioned and reflected by educators more and more. It indicates that students' ideological and political work needs a new scientific revolution and a new scientific paradigm to solve the crisis. As a new cognitive theory, embodied cognition theory has come into our field of vision.

Compared with traditional cognition, embodied cognition advocates the integration of body and mind and opposes the duality of body and mind, which is a brand new view of mind theory. "The so-called integration of body and mind emphasizes the unity of body and cognition; Mind in body, body in mind; Mind is the physicalized mind, body is the mentalized body." (Song & Cui, 2021, 74-81). In epistemology, embodied cognition emphasizes the role played by the body in cognition, rejecting the traditional view that the body is ignored and the spirit is emphasized. In methodology, embodied cognition embodies constructivism, but the construction of embodied cognition is the construction

of body participation, not the construction of knowledge itself. From the traditional cognition of leaving body to embodied cognition of body, there is a new paradigm, embodied cognition of students' ideological and political work paradigm. This student ideological and political work paradigm, pay attention to the integration between body and spirit, a good solution to the body and mind, ignore the body and cramming ideological and political work of education, so that students ideological and political work more effective.

Embodied cognition theory not only challenges traditional cognition theory but also brings new methods and ideas to education and teaching view. Professor Yip Ho-sang believes that embodied cognition is "shaped by the activities of the body acting on the environment, such as cognition, thinking, memory, learning, emotion and attitude. Fundamentally speaking, mind is a kind of physical experience, and the physical experience of the body restricts the nature and characteristics of mental activities. The mind is based and derived from the body. He proposed three principles of embodied learning, namely, the principle of the integration of body and mind, the principle of the unity of mind and the principle of grounding. He believed that "learning is not only based on the body, but also rooted in the environment". "Embodied learning advocates that the mind is rooted in the body, the body is rooted in the environment, and the learning is viewed from the perspective of the interaction between the body and the environment". Wang Jing, Liu Zhiwen, Chen Weidong and other scholars hold that the learning of embodied cognition should be with the characteristics of "learning situation, learning environment unconsciousness, teaching objectives generative, teaching process dynamic and learning activity experience". Professor Wang Huiting believes that effective teaching from the perspective of embodied cognition should be "embodied, generative, dynamic and situational".

Embodied learning embodies the characteristics of embodied, situational, experiential and generative, which has become the consensus of scholars. As a new paradigm of campus ideological and political work, embodied cognition ideological and political work paradigm provides the possibility for the deep integration of ideological and political work and embodied cognition, and provides a new theory and method to solve the disadvantages of the traditional cognition of body and mind dualism.

4. THE IMPLEMENTATION PATH OF STUDENTS' IDEOLOGICAL AND POLITICAL WORK PARADIGM FROM THE PERSPECTIVE OF EMBODIED COGNITION

Embodied cognition is embodied, situational and generative, which has become a new and important

cognitive paradigm of students' ideological and political work, and has brought new ideas and methods for the advancement of students' ideological and political work. The implementation path of this paradigm in students' ideological and political work is as follows:

4.1 Investigation And Analysis

Embodied cognition "People's knowledge of the world is not the 'image' of the world, but the body structure and body sensory -- motor system shape. "However, under the guidance of traditional cognitive science, the participation rate of student activities organized by many school organizations is not high. We even need to specify the number of students in each class to ensure the normal development of the activity. The reason is that the activities can not reflect the self-needs of students, not students to participate in voluntarily.

In the perspective of embodied cognition, the primary premise of students' ideological and political work is to do a good job in research and analysis, to understand the thoughts and needs of students in the new era. Research and analysis are from the beginning, adopting questionnaire (questionnaire), conversation, telephone interviews and home visits, etc., at the same time, through the collection of large data and analysis, to find the students thought the most need and desire, the lack of content and the most favorite way to interact, which is the premise of students' ideological and political work from the perspective of embodied cognition .

4.2 Contents and Methods

According to the general goal of "cultivating people through virtue", on the basis of investigation and analysis, and in comparison with the three levels of socialist core values of the state, the individual and the society, the most concerned or common problems of students are summed up: school identity, professional development and social concern, which are also the contents of students' ideological and political work. Students' identity or sense of belonging to the school corresponds to the national level; Students' expectation of their major corresponds to individual level; Students' anxiety about entering the society corresponds to the social level.

In terms of students' ideological and political work, cultural and sports activities are organized to enhance students' school identity and sense of belonging; It is the most effective means to improve students' professional quality to carry out professional skills competition and social practice investigation from various angles. Student union organization and volunteer activities are a mirror for students to participate in understanding society. These activities, the use of a variety of social media such as WeChat, QQ, Weibo and other new media publicity and application, can let more people know. And more extensive people will be involved in it, and benefit the most from the students' ideological and political work.

4.3 Participation and Identification

From the perspective of embodied cognition, the most important link of students' ideological and political work paradigm is participation and identification. We analyze the embodiment of embodied cognition theory in activities from three aspects: activity item, activity environment and activity process.

4.3.1 Actively Participate in Activities

Embodied cognition theory advocates the integration of mind and body, and the integration of mind and body is the most real only when students participate voluntarily and consciously. In the ideological and political work, we should carry out the most extensive publicity for the opening of activities, to be the most widely launch a propaganda, make full use of WeChat, Weibo, QQ, all kinds of class group, professional group, APP, such as the use of new media. At the same time, we also should pay attention to the campus broadcast (station), the use of traditional advertising media such as posters, publicity column, to make every student can understand activity information the first time, and get involved.

4.3.2 Create Activity Situations Based on People and Events

Embodied cognition theory holds that the unity of mind must work in the environment when it works. In the activity, we cannot ignore the creation of the environment, and should pay full attention to the creation of all kinds of activity environment. The environment creation should follow the principle of people, time and things, and the environment created by activities should conform to the physical and mental development characteristics of contemporary students and the acceptance degree of students should be as the basic standard. According to the season of the activity, the specific time (day or night) to set the color and lighting effect of the activity; According to the content of activities, conducive to the mobilization of the atmosphere to create activities.

4.3.3 Physical and Mental Experience Throughout the Activity

Embodied cognition theory opposes preaching and indoctrination and advocates the experience of body and mind. All kinds of artistic competitions, let students sing the melody of The Times and show their youthful vitality with dance; Sports competitions, such as basketball, football, mountaineering and other activities, which can let students experience the importance of unity, cooperation and hard work, and feel the test of physical strength and perseverance of sports activities; "Art flower Arrangement" competition, you can feel the fragrance and beauty of flowers, showing the artistic beauty of "boundless floral art and infinite creativity". CAD drawing competition, relying on powerful software and information technology conditions, which can feel the professional skills of "great ogres grow from little acorns,

drawing with a single drawing” pride; The handwork production competition, fully experience their own art, space and design inspiration.....Condolences to the elderly, love donation, blood donation, voluntary service, environmental protection public welfare, five water co-governance, so that students in the overall planning of the Student union, to participate in the society, to service the society, to feel the society. This is a required course for students to enter the society, to serve the society and to integrate into the society.

4.4 Complementarity and Guidance

The paradigm of students’ ideological and political work from the perspective of embodied cognition not only emphasizes the carrying out of activities, but also pays more attention to the ideological and political work outside activities. Besides the activities, ideological and political work mainly aims at creating a warm, harmonious and upward learning atmosphere in the campus, immersing students’ body and mind in it and leading students to move forward. These ways are also complementary to ideological and political work.

To help students in need. By establishing a two-tier system of school grants and charity donations, we strive to ensure that no student will drop out of school due to poverty. Organize Party members, teachers and students to actively pair up with students with financial difficulties and help students from poor families every year; Or subsidize living expenses to pairs of trainees, or donate clothing and daily necessities to pairs of trainees; We go to the families of students with financial difficulties to carry out activities of “sending coolness” in summer and “sending warmth” in winter.

Job referral. Implement employment promotion mechanism to solve the problem of students’ employment. In collaboration with human resources and social security departments and education departments, special job fairs will be held on campus to create employment opportunities for students. Establishing employment registration system for unemployed students to understand the employment needs of students, and take the initiative to contact relevant units to promote employment.

Merit evaluation and scholarship. To set an example and strengthen mainstream values. Reasonable selection and evaluation projects, actively encourage students to develop personal expertise, “fair, equity, and open” selection. Comprehensive awards can set outstanding students, outstanding graduates and scholarship winners, and special awards can combine the characteristics of schools to hold online learning stars, skills festivals and art festivals, etc., to discover students with expertise in various aspects, and giving them display and reward.

Implement 3Q7S management. Create a clean and beautiful campus education environment. Through the implementation of “7S” management such as sorting

out, rectification, cleaning, cleanliness, quality, safety, saving, finally achieve the “3Q” goal of cultivating good schools, good teachers, good students. Let the school articles in order, and create a clean environment. The campus atmosphere is safe and harmonious; the behavior of students is politely, to achieve the purpose of “artificial environment, environment education”.

Student visits. Take care of students with learning difficulties and find their confidence in learning. The students who are in the learning process due to work, illness or other special reasons, resulting in learning difficulties, lack of confidence. Schools can organize student visits to visit students in their classes, dormitories and families to solicit opinions, and set up a team of volunteer tutors to conduct course guidance and regain confidence in learning.

Embodied cognition, as a new paradigm of cognitive science, makes it possible for our ideological and political work to change from body to body, and also points out the direction of our future research. However, there are still some difficulties in the specific practice, such as what is the standard for judging the integration of body and mind, and what kind of situation is most conducive to the integration of body and mind, etc. These problems will bring new solutions for our students’ ideological and political work with the continuous development of embodied cognition theory.

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