

Ideological and Political Education Resources in Literary Works –A study Based on College Students and Employees of Tobacco Enterprises

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Objectives: This paper discusses the ideological and political education resources in literary works. Based on the focus group interviews with college students and employees of tobacco enterprises, this paper further explains the three forms of manifestation related to the ideological and political education resources in literary works: First, the ideological and political education themes in literary works; secondly, the literary discourse strategies can provide reference for the discourse system of the ideological and political education; thirdly, literary works can involve the subject construction in the discourse system of the ideological and political education. An in-depth study of these problems will bridge the originally wide gap between the literary narration and the ideological and political education so that the ideological and political education can absorb and learn from the advantages of literary narration in the ideological dissemination.

Key words: literary works; ideological and political education; college student; employees of tobacco enterprises

Tob Regul Sci.™ 2021;7(6): 5960-5966

DOI: doi.org/10.18001/TRS.7.6.75

INTRODUCION

Any social practice must be supported by certain resources, and ideological and political education is no exception. Whether we can fully understand, find sufficient resources and make full use of them will directly affect the effect of Ideological and political education. There are abundant literary resources in the theme literary works, which are often used in Ideological and political education. For example, during the National Day holiday in 2004, the seven ministries and commissions, including the Central Propaganda Department, recommended three “one hundred” to the whole society: One

hundred films, one hundred books, and one hundred songs. Literary works are not just an aesthetic existence and the relationship between literature and politics has always been inseparable. In ancient China, there was always a tradition of writing for conveying truth. Since modern times, many Chinese intellectuals have used literature as an important way to save the country and strengthen the country. Liang Qichao believes that "to be a new country, we must first develop a new country's novel". Lu Xun even uses literature as a means of healing the soul of the nation. Literature is actually educational. This kind of education is different from indoctrinating education in schools and is a potential influence. Imperceptibly, it makes the reader or audience of the work recognize the value and other ideological

contents from the heart, which is actually the effect of ideological and political education.

This paper aims to explain in depth how literary works support the ideological and political education so that the ideological and political education can make use of the resources in literary works better and more actively. On the basis of the focus group interview, this paper extracts valuable questions for in-depth analysis so as to expand the cognition scope of the ideological and political education resources in literary works from the existing research results. For example, the lack of these discussions concerning what resources are in the theme literature, and at what level these resources can support ideological and political education directly restricts the full play of the role of resources. An in-depth study of these issues will certainly break through the original incommensurable boundaries between literary narration and ideological and political education. It enables ideological and political education to draw on and absorb the strengths of literary narration in spreading ideology and expands the scope of understanding of the ideological and political education resources in the theme literature in the existing research results.

In order to implement the problem of Ideological and political education resources in literary works, this paper selects different subject groups as the research object. It is generally believed that ideological and political education is carried out systematically in Colleges and universities, so the author selects college students to analyze the role of literary works. In these few years, plenty of researchers have also noticed that more and more attention is paid to the and political and ideological education of employees not only in Colleges and universities, but also in enterprises. Tobacco enterprises in some countries have also strengthened political and ideological education for employees these few years.^{1,2} Therefore, the author also selected the employees of tobacco enterprises as the subjects. These two types of subjects can be compared with each other, so as to draw some more meaningful conclusions.

BACKGROUND

In the past decade, more and more people have studied how to use literary works to enhance ideological and political education. These studies can be broadly divided into the following three categories:

Firstly, literary works are regarded as the concrete manifestation forms of culture, and the study is conducted from the perspective of the influence of culture on human beings: namely, how the values in literary works are used to influence the educational objects. For example, many literatures have pointed out that the "red culture" in literary works can be used to improve the effect of political and ideological education.³ Some articles also study the innovative methods of the ideological and political education for college students based on the ideological and cognitive science, and also mention that the imperceptible intention of culture on people can be used to enhance the effectiveness of ideological and political education.^{4,5} In addition, the ideological and political education is seen as the state power to carry out the ideological education for students in some literatures. It is also thought that the ideological and political education influences people's work through culture in essence. Therefore, the cultural forms in line with the value standards of the mainstream ideology can improve the effect of the political and ideological and education in literary works.⁶

Secondly, it is pointed out that many literary works have the function of the ideological and political education. This type of literature emphasizes that literary works are literally and educationally significant. Those literary works whose values are consistent with the national mainstream ideology can be used for the ideological and political education. This point is also more or less mentioned in some research literatures on the reform of the teaching methods in ideological and political lessons.^{7,8}

Thirdly, some literary works, including film and television works are specifically interpreted and analyzed to find out how they influence readers or audiences, making them unconsciously accept the mainstream values in the works imperceptibly, which actually plays the role of the ideological and political education.^{9,10}

Objectively speaking, these studies are valuable, but far from perfect. For example, the previous two types of studies mostly reveal that literary works can

be used in produce good effects, but there is no specific answer to the question of what resources these literary works have provided for the ideological and political education. Without an in-depth study, the action mechanism of how literary works support the ideological and political education remains unclear. Thus, the political and ideological education resources from literary works can't be actively referred to for enhancing the effect of the ideological and political education, and the literary works can only be blindly introduced to the ideological and political education. It is possible to use literary works to enhance the effect of the ideological and political education in this case, but the education subjects just learn without knowing the underlying reasons. It remains unclear how literary works support the political and ideological education. Therefore, there is no guarantee that the use of literary works for the ideological and political education can be mastered by the education subjects. Though the third type of study can overcome the limitations of the previous two types of studies to some extent, for example, it analyzes how literary works convey to readers or audiences the mainstream ideology and values, but the mere case studies still fail to answer the question---- in what sense literary works support the ideological and political education.

Therefore, this paper puts forward the concept of "resources", exploring what can constitute the political and ideological resources in literary works and how they constitute the ideological and political education resources. This paper aims to make up for the limitations of the current research literature and tries to grasp the inner mechanism of how literary works promote the political and ideological education overall. As a result, the process of how literary works support the ideological and political education can be more clearly understood.

METHODS

This paper adopts the research method of the relevant focus group. From January to April 2021, nine focus groups interviewed the relevant teachers and students in Shanghai, Hubei and Jiangxi provinces of China. The interview of each focus group lasted 1-2 hours,

depending on the number of people in each group. Among the focus groups, the subjects were teachers in one group, including 2 teachers of ideological and political courses in Shanghai colleges, 1 teacher of ideological and political courses in a certain Hubei college, 1 teacher of ideological and political courses in a certain college of Jiangxi Jiujiang, 1 teacher of the literature major from Jiangxi Jiujiang and 1 Chinese teacher from Jiangxi Jiujiang Middle School (The teacher is also the head teacher and practices the political education.) In another 6 groups, the subjects were college students. In the rest 2 groups, the subjects were employees of tobacco enterprises.

The teacher group's discussion involved the following questions in the focus group: Which literary works have produced better results in your ideological and political education? In your opinion, how can the role of literary works be fully played in the ideological and political education?

The student and employee group's discussion involved the following questions in the focus group: Which literary works have impressed you most? What have you learnt from these literary works? What changes have taken place in your ideological understanding before and after reading or watching these works?

According to the group interview records, the valuable information was summarized and sorted out for further discussion in order to understand the ideological and political education resources in literary works on a deeper level.

RESULTS

The Mainstream Literature Contain the Theme of Political and Ideological Education

In the group interviews, some teachers pointed out that not all literary works are suitable for ideological and political education resources, and some literary works have values and ideologies opposite to those advocated by the ideological and political education, so these literary works cannot support the ideological and political education. Almost all teachers agree that the mainstream literary works are consistent with the national mainstream ideology and are suitable for the ideological and political education resources. Therefore, the author conducted the further analysis of the mainstream literary works as follows.

Since the founding of the country, China has always attached importance to the function of this ideological and political education of literature. National policies have always put forward various norms and requirements for literary creation, and guided literary creation to play the role of promoting mainstream ideology and its mainstream social values. In the seventeen years after the founding of China, the state explicitly requests that literature and art should serve politics. The literary works published at that time are all with distinct political colors. They basically use literary works to express the theme of political and ideological education. The literary works of that period dominate the theme of revolutionary history from the perspective of the theme type. This is actually the theme of ideological and political education: Describing the source of legitimacy of mainstream ideology. After the Reform and Opening Up, in order to activate the creation of literature and art, the national policy no longer strictly controls the creation of literary works, giving the creators full autonomy and allowing the creation of literature and art to be "diversified". However, in order to ensure that the dominant position of mainstream ideology is not affected, while advocating "diversification", it also insists on "promoting the theme". Under the guidance, support and encouragement of the power of the national government, a number of "theme literature" have emerged. This literary form is clearly based on the promotion of the mainstream ideology of the country and the promotion of mainstream values. Therefore, basically all of them contain the theme of ideological and political education. Take the "Five-One Project Award", which is regarded as one of the important incentive mechanisms for the "theme" literature, as an example, a total of 67 works are awarded in the 14th "Five-One Project Award". Among them, 43 are generalized literary works (movies, TV series, dramas, novels), and the number and proportion of various subjects are as follows: 3 works of ancient historical theme accounting for 7.5%; 17 works of modern revolutionary history theme, accounting for 42.5%; 11 works of great men, heroes and advanced figures, accounting for 27.5%; 3 works of contemporary military theme, accounting for 7.5%; 4 works of

contemporary people's lives, accounting for 10%; 2 works of other themes, accounting for 5%.

The main theme of literary works is actually the theme of political and ideological education. These theme literary works can be directly used in the ideological and political education. For example, many of the works reflecting major events in modern The works of praising advanced figures can be used in the teaching of "Ideological and Moral Cultivation". We can do some detailed combing on this part of the content. To classify and sort out the theme literary works, corresponding to ideological and political lessons and ideological and political work in colleges and universities, and to point out which works and what contents can be used in which courses and what contents, can make these literary works become the resources of ideological and political education.

The Discourse Strategies of Literary Works Can Be Used for Reference in the Discourse System of Ideological and Political Education

In the group interviews, quite a number of subjects mentioned a TV series that had a profound influence on them: in the Name of The People, a hit mainstream TV series in 2017. In in-depth interviews, the reason why the work is so impressive also emerges: its use of discourse strategies: "pan-familism" and "coupled narrative".

The main theme of the TV series "The Name of the People" uses the discourse strategy of "pan-family" and "coupled narrative". Hou Liangping, the protagonist in "The Name of the People", is not alone in a struggle. Around him there are figures like father in his family: old leaders and the former teacher. There are also figures like brothers and sisters: Chen Hai and Lu Yike. It is in such a family-like environment that the cultural and psychological experience of the Chinese audience can be attracted at the subconscious level.

In addition, the TV series also used the coupled narrative strategy. Hou Liangping in the TV series is a completely positive and pure character without any defects, but he never exists in real life, which makes the audiences feel distant from him. However, Hou's wisdom forms a binary symmetry with Chen Hai's simpleness and honesty. Hou's awe-inspiring righteousness also forms a binary symmetry with the slyness and cunning of Cai Chenggong (Hou's

childhood friend). The mainstream TV series not only shapes a lofty character but also gets the public acceptance and recognition. Many interviewees mentioned that it is really difficult for them to integrate psychologically with those characters without any shortcomings, and they will feel distant towards them intentionally or unintentionally. However, when positive characters are presented in contrast with those with shortcomings, that sense of distance will disappear.

From the perspective of discourse theory, both ideological and political education and literary creation are essentially a kind of discourse phenomenon, and both are trying to make the object accept ideology through discourse. Therefore, ideological and political education can draw lessons from those literary works that have successfully attracted readers or audiences, and successfully make readers or audiences spontaneously identify with the values and ideological content of the works, so as to achieve the purpose of making the object of education identify with ideology.

Literary Works Can Participate in the Subject Construction of the Discourse System of Ideological and Political Education

In the teacher group's interview, such a problem was found: some teachers in ideological and political course often read literary works and are influenced by literary works. They unconsciously accept and recognize the mainstream values, and then convey them to their students in the ideological and political education.

However, from the perspective of educational activities, the subject of ideological and political education seems to be teachers engaged in ideological and political education. But if we notice that ideological and political education is actually to disseminate the mainstream ideology, ideological and political teachers must maintain a high degree of consistency with the mainstream ideology. Therefore, in a simple and popular way, the subject construction of ideological and political education discourse system refers to the work of completing the consistency between political and ideological education teachers and mainstream ideology, so

that teaching subjects can fully understand and master the content of mainstream ideology. This is the premise and foundation to guarantee the development of the political and ideological education in the right direction. On the one hand, because of its "theme" characteristics, that is, the high consistency with the mainstream ideology, the theme literary works make their participation in the construction of the discourse system of ideological and political education correct in the political direction. At the same time, because of its intuitiveness and susceptibility to the content of literary works, it is different from the abstraction of theoretical forms, making it easier to operate and grasp. Therefore, it can also help the educational subject to intuitively feel, understand, obtain the "subjectivity" and enrich the expression of the subject of the rich discourse system. Therefore, education subject reading and viewing theme literature can effectively and qualitatively complete the subject construction of education discourse system of ideological and political education.

The Influence of Literary Works on the Values of College Students is Greater than the Influence on Employees of Tobacco Companies

In the interviews with different test groups, the author found that the subjects in the college students group generally believe that literary works have a greater impact on their own values, while in contrast, the impact of literary works on the subjects in the tobacco enterprise employee group is obviously much weaker. The number of literary works read or watched by employees of tobacco enterprises is roughly the same as that of college students, but many college students say that after reading some works mainly recommended by teachers, their values have changed to a certain extent, and they recognize the national mainstream values more than before. The employees of tobacco enterprises said that they had not changed much in thought after reading literary works.

DISCUSSION

By analyzing the discourse strategies that make the mainstream ideology accepted by the public through understanding the successful theme literary works (For the reference of ideological and political education, excluding fictional plots, actor images,

etc.), researchers have analyzed the "coupled narration" in theme TV series.¹⁰ This narrative mode is in line with the traditional aesthetic cultural psychology of China and thus can be accepted by the vast number of Chinese audiences, which is the deep reason for the popularity of these mainstream series. Simply speaking, the coupled narration is the joint promotion of two clues, which are interwoven and coupled together. For example, in "The Name of the People", there are two clues: Anti-corruption and reconstruction of the windy factory. The former is a national event, and the latter is the daily life of ordinary people; More than a decade ago, the anti-corruption movie "Fatal Decision" is also intertwined with two clues: Anti-corruption and reconstruction of state-owned enterprises (from bankruptcy to resumption of production). On the one hand, this discourse method conforms to the confrontational tradition in Chinese cultural traditions, and on the other hand integrates the concerns of ordinary people. It is thus acceptable to the Chinese audience and has produced an identity of mainstream ideology in this process of acceptance. This discourse strategy can be used for ideological and political education. For example, when we talk about patriotism, we should not only talk about patriotism as a fine tradition of the Chinese nation, but also pay attention to the dialectical unity of national and individual interests. It may be better to couple the two threads of patriotism and personal development. When it comes to situations and policies, it may be more effective to combine national events with personal situations, and to interweave the two threads of national macro-policies and the daily lives of ordinary people.

This kind of discourse strategy in the theme literature suggests that the ideological and political education must pay attention to the Chinese cultural tradition.¹¹ Different from the individuality and freedom of Western modern culture, Chinese traditional culture focuses on family and collective, and pays attention to the relationship between people in the family and the collective. Therefore, Chinese popular literature (such as "Three Words", "Two Beats", etc.) has always adopted the "pan-family"

narrative mode. That is not to describe a lonely individual, but to place the main character in a collective environment like a family. For another example, Chinese culture emphasizes confrontation, emphasizing binary lining, yin and yang complementation. Therefore, the traditional Chinese popular literature also often uses the coupled narrative method of two characters complementary or two clues intertwined. Jin Shengtan once points out that the character of Song Jiang and Li Kui is complementary in the "Water Margin". The best-selling or popular literary works of the recent decade have intentionally or unintentionally adopted these traditional Chinese narrative methods.

Literary works make readers or audiences recognize the conveyed values and ideologies, which is essentially the same as the objectives of the ideological and political education. Therefore, the discourse strategies in literary works can be referred to in the political and ideological education, thus making the education receivers recognize the mainstream ideologies and values in an unconscious way.

CONCLUSIONS

The existing research literature has fully noted that literary works can promote the ideological and political education, but there is no clear understanding of what literary resources can support the ideological and political education resources. Moreover, it has been constantly ignored why some literary works can produce good effects in the political and ideological education. Therefore, it is still unknown how literary works are used to improve the effect of the political and ideological education. Therefore, this paper attempts to make breakthroughs in these aspects. This paper puts forward some brand-new concepts that have not been mentioned in the previous research literature: firstly, the mainstream literary works contain the themes of the ideological and political education; secondly, the discourse strategies of literary works can be used for reference by the discourse system of the political and ideological education; thirdly, literary works can involve the subject construction of the ideological and political discourse system.

Based on the findings of this paper, the future study could further expand the scope and depth of the study. For example, more literary works can be chosen for analysis and further sorting. The

mainstream literary works are first classified and then correspondent to the ideological and political courses and education in higher institutes. Moreover, it is pointed out that what content can be used for what courses in literary works. The reasons for the different effects of Ideological and political education in college students and employees of tobacco enterprises need to be further discussed. For example, is it because the employees of tobacco enterprises are older than college students, and compared with young college students whose ideas are still in a changeable stage, the employees of tobacco enterprises who are older and whose ideas have been basically stereotyped are less likely to be influenced by literary works? In addition, the students as subjects can be further categorized based on students' differences like family background, regional culture, etc. so that the differences about how literary works can influence students can be explored. In this way, this paper makes it easier to discuss in depth the resources of the ideological and political education in literary works.

Author Declaration

This research is not funded by any organization related to tobacco production.

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