

## Distinction Between Ideological and Political Education Category and Its Relevant Concepts

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### Abstract

Ideological and political education category should be on the basis of clear clarification, demarcation and explanation of its connotation. The whole process should proceed from the shallower to the deeper. Besides, the relations between its relevant concepts, terms, and laws should also be explained so that the research on ideological and political education category is scientific.

**Key words:** Ideological and political education; Connotation of category; Relevant concepts; Distinction between relations

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### INTRODUCTION

Category is the summary and reflection of human's thinking on the essence of things. Ideology and politics education category is a basic concept as a whole to reflect and summarize the essential properties and basic concepts of ideological and political education as well as universal relations. Besides, it is the periodic theoretical results on the basis of ideological and political education practices; moreover, it is the logic instrument of knowing and grasping ideological and political education theory and practice. In order to understand and grasp the

connotation of ideology and political education category more precisely and to make the research on ideological and political education category built on a more clear and strong theoretical basis, this paper attempts to make a strict analysis of the relations between ideological and political education and its concepts, terms and laws, in the hope that this paper will cover the shortages in the research on ideological and political education as well as expand its scientific connotation.

In fact, on the one hand, there are differences between the category, terms, concepts and laws of ideological and political education; on the other hand, they are closely associated. In this sense, making a clear demarcation and analysis of them is the prerequisite of conducting a research on ideological and political education in its own right.

### 1. THE CATEGORY AND THE TERM

Term refers to terminology particularly used in a certain discipline. It is a conventional linguistic symbol used to refer to, express, or define some specific words that are distinguishable from concepts and are much distinct from category. When it is utilized in the field of ideological and political education, it is a technical word used to refer to and describe something that has the features of this discipline. In short, it is the "jargon" of ideological and political education. There are both connections and differences between the ideological and political education category and its terms.

#### 1.1 Relations Between the Category and the Term

The relation between the category of ideological and political education and its terms is mainly reflected as follows: first, there is some commonality in the form of expression. The category is the most general "word" to reflect and explain the essential relations in ideological and political education and to remember and express

this discipline's general nature and common features. However, the term is mainly a specific "word" or "symbol" to mark and convey the concepts, category and theories in ideological and political education, thus it is a "literary signifier" in this discipline. Second, the both two are to some extent instrumental. On the one hand, as a "knot" in the web of ideological and political education's theories, category is not only the "discourse carrier" and "narration form" of the theories of ideological and political education, conveying this discipline's theoretical information and containing the content of theories, but even more it is a tool to understand, categorize and express the theories in the discipline. On the other hand, term is a specific jargon and "linguistic symbol" used to refer to and express the theories of ideological and political education. Therefore, term is instrumental in describing and explaining the knowledge cells and theoretical system of ideological and political education. Third, there is a certain correlation between their formation and existence. The emergence and use of terms in ideological and political education marks that this discipline becomes academically standard and mature, for the concepts and theories in the discipline have to be expressed with terms. In this sense, ideological and political category also needs terms to make it understood. Nevertheless, ideological and political education category is a rational regulation used to explain and confirm the development of the discipline. Furthermore, the category is the logical premise and basis for the formation and existence of ideological and political education terms. So the presence of the terms depends on the ideological and political education category to give support and confirmation. The both two are mutually explanatory; hence there is a certain correlation between them.

## 1.2 Differences Between the Category and the Term

The differences between ideological and political education category and its terms are demonstrated as follows: first, the two are different in essence. Ideological and political education category is the simplification of or regulation on various elements and relations in the ideological and political education, which is objective. The term is totally different, for it is a conventional linguistic symbol formed during the development of the discipline. So the terms are subjective. In other words, term is the terminology to refer to the research object, whereas category is to explain the research object. Second, the expression scope is different. In general, ideological and political education category can not only describe and explain one aspect of the research object, but also give description and explanation on the macro situation of the object. As for the first type, it could be referred as "a kind of category" such as the basic category, essential category of ideological and political education; as for the second type, it could be regarded as "a certain disciplinary category" or "a certain theoretical category"

such as ideological and political education category. However, it cannot be applied to the term of ideological and political education. Since it is a specific jargon, it can only be used for the overall and macro expression of research object, thus there are no such words as "basic term", "essential term", and "concret term". Third, their functions are different. As the logical form and cognitive tool of human's thinking, ideological and political education category at least has such functions as reference, classification, and construction. Reference function means its objective existence of disciplinary nature, relations, and laws; classification function refers to classify the essential attributes, relations and features of the research object; construction function is the category's expansion and perfection of its system through logical induction and deduction. As for the term—the specific terminology of ideological and political education, it is the material carrier and linguistic device of the category, concepts, and theories in the discipline. So its function tend to be a signifier.

## 2. THE CATEGORY AND THE CONCEPT

Concept is a way of thinking which reflects the unique attributes of the object. As a basic form of logical thinking, concept and category have many similarities, but the former is not equal to the latter. "Category is a more advanced form compared with the concept". To some extent, category is a concept which is more general and abstract. In the discipline of ideological and political education, the concept of ideological and political education refers to a way of thinking reflecting and summarizing a certain attribute and relationship in this discipline. Therefore, the concept enjoys both commonality and differences with ideological and political education category.

### 2.1 Relation Between the Category and the Concept

The relation between the category and the concept of ideological and political education is mainly embodied by the following points: first, both of them are a logical form of way of thinking. In fact, the category and concept are the summary and reflection of the nature of and relations in ideological and political education in different degrees. Apart from this, they are also the basic elements and tools for us to understand and grasp the laws of ideological and political education. In addition, they are all obtained through practice to classify and summarize this discipline's nature and phenomena, and serve the vast people in practice by means of reuniting with the whole theory of ideological and political education. Therefore, the more profound and correct our understanding on them is, the closer we will approach towards the objective facts that ideological and political education is facing. Second, both of them are important

factors for the formation of this discipline's knowledge system. Any discipline has its own proprietary concepts and categories. Ideological and political education category and concept are the "cornerstones" and "pillars" of its remarkable theoretical building, and are the important factors for the development of academic way of thinking and disciplinary construction. To some degree, the theoretical system of ideological and political education is established by different levels and types of concepts and categories through mutual penetration according to a certain inherent relationship. And any concept and category of ideological and political education can only achieve its own value and meaning through being an part of the overall theoretic system and communicating with as well as distinguishing from other parts. In the modernization process of the ideological and political education featured by "academic work first", the study on the concept and category of ideological and political education becomes increasingly standardized and scientific, and thus a unique theoretical system of ideological and political education is established. All these have laid good foundation for the development of a disciplinary theoretical system of ideological and political education.

## **2.2 Differences Between the Category and the Concept**

The differences between the category and concept of ideological and political education are as follows: first, the category of ideological and political education is a logical form that is more advanced than its concept. Although the category of ideological and political education could be reflected by concept, they two reflect and summarize the essential properties and universal relations of this discipline in varying degrees. Category is a basic concept as a whole to reflect and summarize the essential properties and basic concepts of ideological and political education as well as universal relations. Besides, it is also a core and basic concept of the this discipline's theoretical system rather than a concept covers all the levels of things. However, the concept of ideological and political education is a reflection on the nature of and relations in a certain aspect of the discipline or at different levels; therefore, a simple and concret concept of ideological and political education cannot become a category, but the concept that could explain the universals conveying the relations and laws in the discipline as a whole can become a category. As for the logical form of ideological and political education, it is the basic concept enjoys good extension, unifying a serial of concepts belonging to this category, through which the internal relations in the discipline system could be shown. In this sense, the category is more profound and general than the concept. Second, the issue of ideological and political education category is not purely a issue of ideological and political education concept. Their perspectives on the abstract

things in ideological and political education as well as their target problems to deal with are totally different. The main issues addressed by the concept are how to define it and find rules in ideological and political education, that is to reveal the nature of and relations in one problem through definition. As for the issues tackled by the category, it not only contains the definition of various concepts, but more importantly includes the derivation of basic concepts enjoying rich content and vast extension. In this way, a category system can be established through knotting these basic concepts, thus expanding and perfecting the whole theoretical system of this discipline to understand, discover and apply the laws in it.

## **3. THE CATEGORY AND THE LAW**

Law is the inherent connections between things, which can play a vital part in the process of people's understanding and transforming the world. To some extent, both the category and the law of ideological and political education can reveal the nature of or inherent relations in things, but the law is mainly reflected by a judgment whereas the category is by a concept. Besides, law is more stable than the category. In the ideological and political education, the law refers to the inherent connections between all factors in practical activities as well as the inevitable trend of these activities. On the whole, it is closely associated with the category of ideological and political education, but the category and law are different from the perspective of their own specific existence and cognitive process.

### **3.1 Relations Between the Category and the Law**

The relations between the category and the law of ideological and political education are mainly reflected by the following points: first, both of them reveal the objective content of ideological and political education on the basis of practical activities. Lenin once pointed out: "logical form and logical law are not an empty shell, but rather a reflection of the objective world." Such rational understanding as the category and laws of ideological and political education are obtained through a series of processes. They are firstly got in the practical activities in the burning real life in the form of experience and other abstract things, which are then processed and sublimated to be theories or concepts. After constant transformation, testing and trials, they are in the final form—category or law. Since all of them have revealed the factual reality of ideological and political education, they are objective and are considered as logical tools to understand the factual ideological and political educational world. This point can be applied unconditionally for both the category and the law. Second, both of them shoulder the responsibility of exploring and revealing the essential relations in ideological and political education. The formation of each ideological and political education category marks that people's understanding of the essence of this discipline

has achieved a higher level. Different levels and phases that people are in are positioned in the whole process of revealing the true nature of ideological and political education. The law of ideological and political education is an overall understanding and reflection of its essential relations. While understanding the laws, we can find that the categories of ideological and political education are orderly formed in a web of knowledge, and are of great benefit in revealing the laws by being positioned in different phases.

### 3.2 Differences Between the Category and the Law

The differences between the category and the law of ideological and political education are mainly as follows: first, the scope and extent of understanding the essential relations in ideological and political education are different. The category of ideological and political education focuses on reflecting its essential relations by looking at a certain level or phase of this discipline. It mainly grasps some individual features and relations in the whole theoretical system, and is more specific and vivid because of the reflection of some episodes in the whole cognitive process. However, the law of ideological and political education places particular emphasis on revealing the essential relations from a macro perspective, showing the decisive relations, driving force and direction of ideological and political education's reality, thus is an overall understanding of the reality of this discipline. So we are safely to conclude that the law is more profound and general. Second, the two differ in the performance of logical way of thinking. The category of ideological and political education manifests itself in the form of concept. Usually, it uses one or more concepts to reflect the

essential relations in ideological and political education at different stages or processes. As for the law of ideological and political education, it has to make contrast between one concept and another in order to reveal the essential relations of the discipline. Therefore, ideological and political education law is generally expressed as a judgment. Through the organic combination of ideological and political education categories, the laws can reveal the essential relations in the ideological and political education as a whole. Third, their functions are different. As can be seen from the above mentioned, we can understand that the law of ideological and political education contains ideological and political education category, and ideological and political education category reflects the ideological and political education law. Furthermore, the category is the prerequisite and foundation of grasping the law, while the law is the enrichment and deepening of the category. In addition, ideological and political education law is the holistic understanding of the discipline's objective reality, whereas the category is an abstract and periodic understanding of the reality. So the impact of the former is more immense, lasting and stable within a larger range, yet the one of the latter is less immense, lasting and stable within a smaller range.

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