

Marx and Engels' Educational Thought and Its Innovation and Practice in the New Era

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ABSTRACT

The educational ideas deeply explored by Marx and Engels in revolutionary practice have strong vitality and important guiding significance. In the context of the new era, socialism with Chinese characteristics further enriches the educational ideas of Marx and Engels, emphasizes the cultivation of morality and clarifies the purpose of education; At the same time, traditional cultural education has been highlighted, and the role of education in cultural inheritance and spiritual construction has been played; The distribution of educational resources has been balanced, and educational equity has been improved; Education reform is also constantly deepening to cultivate innovative talents with innovative abilities. Therefore, we must always prioritize education as a strategic development priority; Deepen the reform of the education system and mechanism to promote the healthy development of education; Strengthening the construction of the teaching staff to safeguard the improvement of educational quality; Emphasize the joint efforts of the Party, government, society, schools, families, and individuals in education.

KEYWORDS

Marx and Engels; The comprehensive development of human beings; Cultivate virtue and cultivate people; Education reform; Educational equity.

1. INTRODUCTION

Marx and Engels deeply explored many significant and fundamental theoretical issues in education during their long-term revolutionary practice, such as the comprehensive development of human beings, the essence and role of education, etc. Through continuous thinking and summarization, they formed scientific educational ideas, which served as the cornerstone and contributed key forces to the development of educational theory. With the development of education in our country, this idea has been continuously enriched, developed, and innovated.

On the basis of inheriting the educational ideas of Marx and Engels, Xi Jinping proposed a series of new ideas, viewpoints, and judgments on education to deepen and enrich the educational ideas of socialism with Chinese characteristics. For example, emphasizing the cultivation of moral character and clarifying the purpose of education; Traditional cultural education has been highlighted, and the role of education in cultural inheritance and spiritual construction has been fully realized.; The distribution of educational resources has been balanced, and educational equity has been improved; Education reform is also constantly deepening to cultivate new perspectives such as innovative abilities and talents. These new ideas and judgments have a significant and far-reaching impact on cultivating and shaping qualified builders and reliable successors of the socialist cause with Chinese characteristics. In order to better accomplish the fundamental task of cultivating morality and talents, schools must take Xi Jinping's important discourse on education as a guide and actively build a

socialist education system with Chinese characteristics that meets the requirements of the new era. To this end, we need to grasp the following basic paths: first, always prioritize education in the strategic position of development; Secondly, deepen the reform of the education system and mechanism to promote the healthy development of education; Thirdly, strengthen the construction of the teaching staff to safeguard the improvement of educational quality; Finally, we should attach importance to the joint efforts of the Party, government, society, schools, families, and individuals in education. These measures will effectively help us move towards the goal of socialist education with Chinese characteristics and cultivate more talents with comprehensive qualities.

2. MARX AND ENGELS' EDUCATIONAL THOUGHT

2.1. Regarding comprehensive human development

The theory of comprehensive human development is of utmost importance in the educational thought of Marx and Engels, who firmly advocate for the realization of "comprehensive and free human development" and regard it as their core concept. When discussing the comprehensive development of human beings, Marx and Engels first examined, analyzed, and criticized the one-sided and abnormal development of individuals caused by capitalist society, revealing that it is the abnormal development caused by old-fashioned division of labor. From the perspective of the relationship between social development and personal development, Marx deeply elaborated on the objective inevitability of comprehensive personal development and the necessary conditions for achieving this goal, and for the first time proposed a highly influential theory on comprehensive human development. He advocates that people should be freed from excessive dependence on material possessions and truly achieve comprehensive and free growth. However, in capitalist society, there are numerous difficulties in achieving comprehensive human development, which is thought-provoking. In communist society, the disappearance of private ownership and class, as well as the elimination of boundaries between cities and rural areas, workers and farmers, physical and mental labor, will be a great leap in human history. At that time, labor will become a pleasure in life, providing possibilities for comprehensive human development. This is undoubtedly an important step in the progress of human society. Marx and Engels believed that education can avoid one-sided development caused by division of labor, while also cultivating various abilities and promoting comprehensive development. They advocated for the harmonious development of physical and intellectual abilities through comprehensive educational concepts, including intellectual education, physical education, and comprehensive technical education, in order to cultivate new individuals with a healthy heart, a combination of body and brain, and comprehensive development of various talents.

2.2. Regarding education and productivity

Education is a complex social phenomenon that has emerged since the birth of human society and has progressed with the progress of society; Education is not only closely related to our material life, but also closely linked to political and spiritual life, permeating into our lives. At the same time, the development of education is closely related to the state of social productivity, production relations, political system, and social ideology. Marx and Engels believed that observing education within the interaction between productive forces and production relations is necessary to correctly understand the specific social phenomena of education and reveal its objective laws. The development of productivity drives the development of education, which is reflected not only in the expansion of education scale and acceleration of speed, but also in the diversification of training objectives, as well as the structural adjustment and reform of various levels and types of schools. The development of productivity also drives the process of education popularization. The rapid development of the large-scale machinery industry, as well as the close integration of science and technology with material production, requires the acceptance of school education. With the development of modern production, higher demands are placed on learners, and the process of popularizing education is determined by

the level of productivity development. With the continuous progress of technology and the continuous improvement of productivity, new disciplines and technologies will continue to emerge like mushrooms after rain. This requires the content of school education to reflect and summarize the latest achievements in science, technology and production in a timely manner, and to add new courses in a timely manner. At the same time, with the development of productivity, teaching methods and means also need to be constantly reformed and innovated. While revealing that social productivity is the fundamental force driving the development of education, Marx and Engels also profoundly discussed the enormous role of education in promoting productivity. Education promotes the development of production by improving people's ideological consciousness and spiritual quality.

2.3. Regarding the relationship between education and society

Although the essential development of education is deeply influenced by social productive forces, Marx and Engels believed that social relations are the direct determining factor, such as the nature, purpose, leadership, right to education, and the choice of educational content, which are determined by social relations. Marx pointed out that social relations, also known as social production relations, largely determine the direction of education. Firstly, social relationships determine the ownership of the dominant and dominant power in education, which undoubtedly greatly affects the purpose setting of education. The fundamental task of education, which is to cultivate individuals, is essentially determined by social relationships in its specific implementation. Secondly, social relationships also determine people's rights and opportunities to receive education. In class society, the ruling class possesses the means of production and social wealth, and has the monopoly and privilege of education. Their children can receive good education, while the children of the working people are excluded from education. It was not until socialist society, when the proletariat and the working people became the masters of the country, that they enjoyed equal rights and opportunities to education. Furthermore, social relationships determine the choice of educational content. Although the content of education is constrained by the level of productivity development, in the process of education, what kind of social ideological system is instilled and what kind of political, ethical, and moral qualities are guided by learners is determined by social relationships. Educational content is a reflection of the nature and purpose of education, and its content varies in different social relationships.

2.4. Regarding knowledge and intellectuals

Marx and Engels had many insightful discussions on the issues of knowledge and intellectuals. They believe that knowledge essentially belongs to the cognitive category. Understanding begins with practice, acquiring sensory knowledge through practice, and then transforming it into rational knowledge through practice. At the same time, they generally elaborated on the role of knowledge from the perspectives of social material production, spiritual production, and human liberation. When analyzing the issue of the status of intellectuals in class society, Marx and Engels started from the production and social relations of different periods, and based on the specific situation of the times and society, correctly evaluated the social status of intellectuals from the changes in social, political, and economic conditions. However, intellectuals are not a class, but a class, and in the long river of history, they have attached themselves to different classes. In pre capitalist societies, intellectuals basically belonged to the category of ruling groups; In today's developed capitalist society, due to the rapid development of science and technology and the progress of productive forces, there is a large increase in intellectuals, and their proportion among workers is also rapidly increasing. However, this new situation has not fundamentally changed Marx and Engels' argument about the status of knowledge as a sub class, because the production relations of capitalism have not changed, and most intellectuals are still wage laborers, Although they have more knowledge than manual laborers, like manual laborers, they are the main force of the working class.

3. INNOVATION OF MARX AND ENGELS' EDUCATIONAL THOUGHT IN CHINA

Since their birth, the educational ideas of Marx and Engels have shown strong vitality and have always played an important guiding role in China's socialist education. China has inherited and developed the educational ideas of Marx and Engels, while deeply integrating the actual situation of education in China, making it constantly keep up with the times and constantly explore and innovate.

Based on the practice of socialist reform and opening up with Chinese characteristics, Deng Xiaoping proposed a far-reaching educational concept: "Education should be oriented towards modernization, the world, and the future." This has opened up a new perspective for China's education reform and development. In terms of talent cultivation, Deng Xiaoping proposed the "Four Haves" theory of new talents, which includes ideals, morality, culture, and discipline. This theory deeply reveals the close relationship between national quality and individual comprehensive development, and starting from the theories of Marx and Engels, comprehensively elaborates on the theory of comprehensive human development, marking the beginning of modernization in China's education. The quality education and educational innovation ideas proposed by Jiang Zemin have opened up a new realm for the development of Marx and Engels' educational ideas in China, and China's educational reform and development have entered a new stage. Hu Jintao clearly pointed out that quality education should be comprehensively promoted, especially focusing on cultivating students' lifelong learning ability, fully valuing the comprehensive development of individual qualities and individual differences, in order to promote the sustainable development of students. This concept not only inherits the essence of Marx and Engels' thought on the comprehensive development of human beings, but also aligns with modern educational concepts and has profound significance.

Since the 18th National Congress of the Communist Party of China, Xi Jinping has stood at a strategic and global level, inheriting the educational ideas of Marx, Engels, Deng Xiaoping, Jiang Zemin, and Hu Jintao. He has carefully investigated and studied, pursued truth and pragmatism, and explored the connection between education, economic and social development, national strength, and national rejuvenation based on the current situation of education development in China. He proposed to fully implement the Party's educational policy, adhere to the principle of putting education first and moral education, and promote quality education, Enhance the modernization level of education, cultivate socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, and aesthetics, and provide education that satisfies the people. These new ideas, viewpoints, and judgments have a profound impact on leading the development of China's education industry. Deeply understanding and implementing these educational ideas is of great practical and historical significance for cultivating qualified builders and reliable successors, and realizing the Chinese Dream of the great rejuvenation of the Chinese nation.

3.1. Emphasize the cultivation of moral character and clarify the purpose of education

The top priority of education in our country is to fully implement the Party's educational policy. Our goal is to cultivate qualified socialist builders and successors with comprehensive development in morality, knowledge, physical fitness, and aesthetics. This undoubtedly strengthens the important mission of educational work. It requires us to not only impart knowledge and cultivate abilities, but also focus more on guiding students to cultivate and practice socialist core values, thereby enriching the connotation of talent cultivation at a deeper level. Our education always adheres to the principle of cultivating moral character, placing moral education in the first place, and clarifying the fundamental goal of cultivating moral individuals. Values, as the main embodiment of morality, are the key to achieving the goal of moral education. So, we must attach importance to value education to ensure that the talents we cultivate possess good values. Youth are in a critical period of value formation, and promoting education on youth values is related to the future and destiny of the country

and the nation. Schools should focus on cultivating the values of young students, guided by socialist core values, to achieve the important task of cultivating morality and talents, and inject strong positive energy into the great cause of the Chinese Dream.

3.2. Highlight traditional cultural education, enabling the cultural inheritance and spiritual construction of education to be fully utilized

The role of education is not only to transmit knowledge and technology, but more importantly, to inherit national culture and shape national spirit. To effectively promote these two tasks, it is necessary to respect and promote excellent traditional culture as the foundation. With the continuous deepening of reform and opening up, as well as the exchange and collision of various ideologies and cultures, people's ideological concepts, value orientations, etc. have undergone significant changes. Some people seem to have some signs of loosening their adherence to national identity, ethnic identity, and cultural identity in this process. Therefore, we must face this phenomenon seriously and enhance our national identity and cultural identity by vigorously promoting excellent traditional Chinese culture. At the same time, consolidating our national spirit, because excellent traditional culture plays a crucial role in shaping the national spirit. It is the spiritual lifeline of the Chinese nation. Forgetting or abandoning traditional culture is equivalent to cutting off the spiritual foundation of the Chinese nation. Over 5000 years of civilization history have created profound and rich Chinese culture, which contains rich ideological and moral resources, providing us with a deep soil, rich nourishment, and solid foundation for our growth. We should delve into the history of the development of Chinese civilization, comprehend and inherit excellent traditional Chinese culture, fully understand the important mission of education in the inheritance of national culture and the construction of national spirit, and based on this, formulate specific strategies for the education of excellent traditional Chinese culture. The education of excellent traditional Chinese culture is an important way for us to cultivate national confidence and patriotism, a key step in promoting cultural development and prosperity, and building a cultural power. It is also the only way for us to firmly follow the path of socialism with Chinese characteristics and realize the great rejuvenation of the Chinese nation and the Chinese Dream.

3.3. Balance educational resources and improving educational equity

Educational equity is undoubtedly an important cornerstone of social equity and a fundamental requirement of modern society. We firmly believe and are committed to the equal right of everyone to education, which is a common value and goal pursued by human society. However, there are significant differences in the distribution of educational resources across regions, urban and rural areas, and between schools. The problem of imbalanced educational development is significant, and educational inequality still exists, becoming a major issue affecting national economy and people's livelihood, and also one of the most unsatisfactory issues for the people. Starting from the strategic perspective of maintaining social fairness and justice, Xi Jinping emphasizes the importance of lifelong education and universal education, aiming to provide a platform for everyone to showcase their talents, ensure that every child has the opportunity to receive education, and is committed to providing better and more equitable educational resources for 1.4 billion people, in order to cultivate their ability to unleash their potential, contribute to society, and work for the well-being of the people. At the same time, we are very concerned about narrowing the gap in educational resources between the central and western regions and the eastern regions, as well as between urban and rural areas, especially focusing on the shortcomings of the western regions, rural areas, and areas of old, young, border, and poor. We are committed to providing educational equity opportunities for all groups in need of care, in order to achieve harmonious social development.

Since the 18th National Congress of the Communist Party of China, the country has made significant achievements in prioritizing the development of education and improving educational equity. The national finance continues to tilt towards education. Since 2012, China's education expenditure

accounted for 4% of the country's gross domestic product, which is much higher than other countries, reflecting the country's emphasis on education. The country will continue to increase the allocation of resources in the central and western regions and rural areas, implement a series of special plans, and in the coming years, optimize the allocation of compulsory education resources in urban and rural areas, significantly improve the quality of education resources, strive to expand the coverage of high-quality education resources, and improve the funding system for economically disadvantaged students from families. Measures such as valuing and strengthening special education will be taken to further enhance educational equity.

3.4. Deepen education reform, cultivate innovative abilities and talents

On the current stage of the world, competition between countries ultimately boils down to a competition for innovation capabilities and innovative talents. Although China's education has undergone significant development over the past forty years of reform and opening up, becoming the world's largest higher education country in terms of enrollment, there is still a certain gap between it and the needs of the country's economic and social development. Therefore, we need to reform the current education system, eliminate the drawbacks of exam oriented, closed, and administrative approaches, in order to better cultivate innovative talents with independent innovation capabilities. With the arrival of new situations in the development of the times and the new normal of economic development, the importance of deepening education reform is becoming increasingly prominent. We should deeply understand Xi Jinping's requirements for deepening education reform, and must change our ideological concepts from a strategic and global perspective to adapt to the new needs of economic and social development, construct a new model of education development, and actively promote the modernization of the national governance system and governance capacity. We need to comprehensively deepen the comprehensive reform in the field of education, transform government functions, improve governance structure, innovate talent cultivation mechanisms, and create a good educational environment. We should strive to cultivate a large number of outstanding innovative talents and leading figures. Higher education, especially first-class universities, should play a guiding role, firmly adhere to the socialist direction of education, cultivate first-class talents, and serve the development of the country and the revitalization of the nation. At the same time, we need to actively learn from human civilization, exchange and cooperate with world-renowned universities with an international perspective, absorb advanced educational experience from around the world, and creatively transform it. Finally, we must follow the laws of education, handle the relationship between commonalities and characteristics well, and never blindly follow Western standards, simply copying and copying.

4. THE PRACTICE OF MARX AND ENGELS' EDUCATIONAL THOUGHT IN THE NEW ERA OF CHINA

Xi Jinping's new ideas, viewpoints, and judgments on education are very rich in content, and are important theoretical guidance for the development of education in the new era. They have pointed out the direction and put forward higher requirements for the development of education in the new era, and also have high expectations for educators. It is of great significance to promote the development of education in our country, improve the level and quality of education, and cultivate more high-quality talents. Only by grasping the implementation path of Xi Jinping's new ideas, viewpoints, and judgments in education can we better implement Xi Jinping's educational ideas.

4.1. Always prioritize education as a strategic development priority

Xi Jinping attaches great importance to the construction and development of the education industry. Based on the actual situation of the world, the country, and the Party, he accurately grasps the actual

picture of China's education development, stands at a high starting point of historical development, puts forward many insights on the construction and development of the education industry with a grand and far-reaching perspective, and formulates and implements China's education policies, always placing education on the strategic highland of priority development and putting it into practical action. To implement the priority development of education, first and foremost, we need to increase investment in education. Since the 18th National Congress of the Communist Party of China, the investment in education in China has remained above 4% of GDP for 10 consecutive years, and it is expected that the total investment in education will also reach 4% of GDP this year. This increase in investment is of great significance for promoting the priority development of education. Secondly, we must vigorously narrow the education gap between different regions and urban and rural areas, promote educational equity, and enable everyone to read and have good books to read. Everyone can become talented, and everyone has the opportunity to showcase their brilliance. At the same time, we need to vigorously promote poverty alleviation education and make up for educational shortcomings. Finally, we need to accelerate the modernization process of education in our country. Since the 18th National Congress of the Communist Party of China, the government has been committed to building a modern education and teaching system, fully utilizing network information technology, leading the updating of educational concepts, and enabling the public to accept a wider range of higher education, popularize high school education, and move towards internationalization.

4.2. Deepen the reform of the education system and mechanism to promote the healthy development of education

In order to make the development achievements of reform and opening up more widely benefit the whole nation, China needs more comprehensive and in-depth education reform to promote educational equity and provide satisfactory education for the people. Reform must always adhere to a problem oriented approach, based on the actual situation in educational development, and solve problems truthfully. This points out the crux of the current uneven distribution of educational resources and uneven educational development, and proposes methods and key contents for comprehensively deepening educational reform. We need to invest more educational resources in areas with underdeveloped education to narrow the distribution gap of educational resources, improve the financial aid system for impoverished students and students, reform the system for selecting schools for further education, and address the problem of school selection fever. We should ensure that every child, regardless of their family background, has a fair opportunity to receive high-quality educational resources. We should also consolidate nine-year compulsory education, popularize high school education, and further improve basic education, so that more children can enjoy fair learning opportunities and strive for more opportunities and possibilities for impoverished children to excel in life.

4.3. Strengthen the construction of the teaching staff to safeguard the improvement of education quality

Teachers bear the mission of shaping the soul, which is related to the hope of the country and the future of the nation. They are soldiers fighting on the front line of education, with heavy burdens, high difficulties, and high requirements, which is not an easy task. In the new era, we need to build a politically strong, professionally skilled, and morally upright teaching staff. The government has issued relevant documents, made a series of work arrangements, implemented a series of measures, and provided guarantees for improving the quality of education in our country. Teachers bear the mission of spreading knowledge, ideas, and truth. You are not only disseminators of knowledge, but also enlighteners of ideas and leaders of truth. You should become professionals with firm ideals and beliefs, noble moral standards, profound knowledge, and a heart of kindness. In order to promote the development of the teaching profession, we need to strengthen teacher training, enhance teacher ethics, create a good educational atmosphere, and enhance the professional abilities of teachers. At

the same time, the whole society should actively promote the fine tradition of respecting teachers and valuing education, strive to improve the social status of teachers, create a pleasant and comfortable working environment for teachers, so that they can be content and willing to teach; We should also pay attention to the salary and benefits of teachers, attach importance to their physical and mental health, tilt education investment towards teachers, carry out teacher title reform, pay attention to the professional development of teachers, mobilize their work enthusiasm and initiative, and thus forge a teaching team with dedication and firm beliefs to ensure the cultivation of more outstanding talents for the Party and the country, and help achieve the goal of modernizing education and building a strong country as soon as possible.

4.4. Emphasize the joint efforts of the Party, government, society, schools, families, and individuals in education

The investment in education is large and the results are slow, but the significance is profound. The development of education requires the joint efforts of the Party, government, society, schools, families, and individuals. The Party and the government coordinate the national education cause, and party committees and governments at all levels are the leaders of the education cause. They must actively cooperate to complete the education tasks arranged and deployed by the Party Central Committee; Society should create a favorable environment and conditions for the adult growth of students; The school bears the great responsibility of education and must adhere to the Party's educational policy and conscientiously implement it; The family is the first school for children, and parents are the first teachers for children, who must take on the responsibility of family education; Children are learners and should exert their subjective initiative to actively learn. All parties should fulfill their respective responsibilities, actively cooperate with each other, and work together to promote the development of China's education industry. Only in this way can we truly enhance the country's core competitiveness and cultivate a large number of high-quality talents for national construction and national rejuvenation.

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