

## Review and Prospects of the Impact of Social Environment on Ideological and Political Education

WU Xia<sup>[a],\*</sup>

<sup>[a]</sup>School of Marxism, Southwest University, Chongqing, China.  
\*Corresponding author.

Received 1 November 2014; accepted 25 December 2014  
Published online 26 January 2015

### Abstract

With the rapid development of technology and science and economy in the new period, the impact of diverse social environment on ideological and political education has become the focus of theorists. This paper reviews the theoretical development of the impact of social environment on ideological and political education, analyzes the four different theories regarding social environment in terms of its impact way, direction, and the extent of the effect, and points out that future theoretical research should expand the breadth and depth of social environment and deepen the function theory of the impact of social environment.

**Key words:** Social environment; Ideological and political education; Impact

Wu, X. (2015). Review and Prospects of the Impact of Social Environment on Ideological and Political Education. *Higher Education of Social Science*, 8(1), 52-59. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/6331> DOI: <http://dx.doi.org/10.3968/6331>

### INTRODUCTION

Marxism believes that the social environment is a concept with broad connotations of the country, the nation and division. It is a common premise of national, ethnic, individual and other changes, the content formed by human consciousness, and the foundation of the dominant thoughts in society. Based on a correct understanding of human nature, Marx and Engels come to the conclusion that “people create an environment and an environment

creates people as well”. In the new period, science and technology has developed rapidly; productivity and economic levels have been gradually increased; there are many contradictions between public opinions, social trends, social activities, social psychology and other issues and ideological and political education, causing deep concern of theorists on the impact of social environment.

### 1. REVIEW OF REPRESENTATIVE OPINIONS ON THE IMPACT OF SOCIAL ENVIRONMENT ON IDEOLOGICAL AND POLITICAL EDUCATION

The book *Principles of Ideological and Political Education* compiled by Lu Qingren in 1986 is the first one which has discussed the impact and function of the social environment of ideological and political education in the formation of the ideological and political characters. It has marked the budding of the theory of the impact of social and environment on ideological and political education. Subsequently, a large number of theorists began to focus on and explore different levels and different dimensions of social environment, seeking to build a theoretical system of the impact of social environment with clear levels and reasonable structures. In reviewing the theories of the impact of social environment on ideological and political education in the past 40 years, the author finds that, there are four different views in the theoretical circle regarding the impact way, the direction and the effect.

#### 1.1 Constraint and Condition Theory

Discusses on the impact of social environment on ideological and political education first came from the book *Principles of Ideological and Political Education* compiled by Lu Qingren and published by Fudan University Press in 1986. In the first section in the fifth

chapter where it discusses the general process to form ideological and political morals, the author proposes the view that “the formation of ideological and political characters is constrained by social environment,” (Lu, 1986) and analyzes the extent of the impact to people’s ideological and political morals from four aspects: social material conditions, social economic life and family economic life, the spiritual life and ideological and political conditions and moral outlook of the society, and the social lifestyles. Since then, it has started the exploration of the impact of social environment on ideological and political education, and it is also the first time to propose the view that social environment is the main factor to “constrain” the formation of ideological and political morals. It defines the social environment as an active, inevitable and even slightly mandatory mode of action. In 1988, in the book *Principles of Ideological and Political Education* compiled by him, Zhang Yaocan also agreed with this active mode of action. Although he does not explicitly refer to “constraining” effect, he believes that “to create positive and healthy social psychosocial environment is an important condition to carry out ideological and political education.” (Zhang, 1988) The original meaning of “condition” refers to “a factor influencing the occurrence, existing and development of things”. In this context, it indicates that if there is no certain social psychological environment, ideological and political education cannot exist and develop. It shows that the author not only supports the initiative and active impact of social environment on ideological and political education, but also affirms that social psychological environment is certainly an important factor affecting the fundamental existence of ideological and political education.

Both the views of “constraints” and “conditions” reflect the active, independent and spontaneous mode of action of social environment. This mode of action is not only the main factor affecting the formation and development of ideological morals, but also the objective and inevitable condition for the presence of ideological and political education. Given the same mode of action and the extent of impact, we call these two views as “view of constraints and conditions”. The assertion of this view is also supported by many other theorists and has been discussed in-depth in the subsequent years. For example, in the book *On the Environment of Ideological and Political Education* published by Fudan University Publishing House and compiled by Shen Guoquan, the author believes that “social environment spontaneously has an impact on ideological and political education spontaneously.” (Shen, 2002) Jiang Zhengguo in his book *On the Environment of Ideological and Political Education* also believes the relationship between the two is that “the environment of ideological and political education and its object and the various elements within ideological and political environment are essentially

related and their contradictory movement is an inevitable trend” (Jiang, 1999).

“The view of constraints and conditions” shows that social environment has an impact of actively constraining ideological and political education and is the fundamental condition of ideological and political education. With the way of this impact, social environment initiatively targets at ideological and political education itself. In terms of the extent and scope of the impact, it can affect the formation and development of moral characters as well as the fundamental presence of ideological and political education.

## 1.2 The Theory of Multidimensional Human-Environment Relationship

In September 1987, Water Power Press published the book *Ideological and Political Education* written by Jin Jiankang, Sheng Dailin, Zhu Chuanyi, Luo Biao, Ku Bing and Zhu Zhengliang. It is the first to classify the social environment of ideological and political education, and based on that it explores the influence of different types of social environment on ideological and political education. In the chapter of “the environment of ideological and political education”, authors propose two dimensions to divide the type of social environment: One is to divide by the main activities of ideological and political education, and it is divided into external environment and internal environment; the other is in accordance with the role of environmental elements in the educational process, and it is divided into three levels, i.e. the dominant environment, the secondary environment and marginal environment. For the first time, authors elaborate the impact of social environment on the formation process of ideology from two dimensions and in multiple levels and believe it is “some factor which is around people’s thoughts and influence people’s thoughts.” (Jin, 1987) The book for the first time takes the affected status and the degree of ideological and political education process as the logical destination to build a 3\*2 two-dimensional human-environment relationship of the impact of social environment on ideological and political education process and its various aspects.

Since then, according to the division method of different dimensions of the social environment, theorists gradually expand the depth and breadth of the theoretical system, and build a multi-dimensional stereoscopic network on the impact of social environment on ideological and political education. In September 1991, the Higher Education Press published the book *Principles of Ideological and Political Education* compiled by the former State Board of Education, Division of Ideological and Political Work and edited by Lu Qingren. Based on people’s general practice scope, from the perspective “small social environment” dimension, it divides social environment into the home environment, unit (school) environment, community environment

and media environment that has special functions in modern society. (Lu, 1991) The depth analysis of the dimensional hierarchy in the book clarifies the factors and aspects of the impact of social environment at all levels on ideological and political education and the nature and extent of the impact, and promotes multi-dimensional impact theory to develop in a direction of becoming more specific, detailed and in-depth. In May 1992, in his book *Principles of Ideological and Political Education*, Professor Chen Binggong, at a theoretical level of philosophy, from the perspective of psychological development, explores the mode of action in the human-environment relationship. On the classification of “environment”, the author believes that “social environment” and “unit environment (school environment or the working environment), family environment and social environment” are equivalent and juxtaposed. This undoubtedly decreases the inclusive scopes of social environment, and it is also quite confusing with other hierarchies in small social environment. However, his opinion that social environment in human-environment relationship has a great “impact” on the development of people’s ideological morals and psychology has been widely recognized (Chen, 1992). To expand human-environment relationship to the dimension of psychological development in hierarchical ways to deepen the impact not only enriches the dimension of the human-environment relationship, but also enriches the modes of action of environment.

In July 1999, the Higher Education Press published the book *Principles of Ideological and Political Education* compiled by Qiu Weiguang, Zhang Yaocan. Based on different classification methods, this book more systematically expands the breadth and theoretical depth of the multi-dimensional human-environment relationship. From the perspective of two hierarchical dimensions, the authors divide the social environment of ideological and political education into two dimensions: macro social environment and micro social environment. The mode of action and the extent of the impact of the two are completely different. “Macro social environment has the largest and most comprehensive influence on people’s ideological and political morals, and micro environment has the most concrete and most profound impact on people’s ideological and political morals” (Qiu et al., 1999). In order to build a more complete impact hierarchies and ways, the authors then hierarchically deconstruct each of the two dimensions. Among them, micro social environment contains family, school and working environment, and macro social environment includes the national or regional economy, politics, culture and other factors. The authors focus on the analysis and refining of political, economic and cultural environment. This is consistent with their point of view and attitude of emphasizing the importance of macro environment in the two dimensions of social environment. The book is the

iconic work which marks the formal formations of the “multi-dimensional human-environment relationship” theory. It improves the hierarchy and the degree of impact between two dimensions, and elaborates the impact factors and ways under each dimension, making a difference in the interaction of social environment and ideological and political education. One is stronger and the other is weaker; one is primary and the other is secondary; one is more important and the other is less important. The hierarchy is clear. The impact factors are deeply put into the network of the content and process of ideological and political education and the practical educational activities.

“Multidimensional human-environment relationship” theory has constructed a multi-dimensional stereoscopic network theoretical system that contains the dimension of main activities of the ideological and political education, the impact dimension of environmental factors on the educational process, the dimension of psychological development, the dimension of macro environment and the dimension of micro environment. Each dimension has embodied two or three levels and each level of social environment will interact differently with the development process of ideological and political education. Each interaction will be constrained by different factors contained in different levels of social environment. In such a network where social environment impacts ideological and political education, the impact of social environment expands radially. The impacts vary in terms of strength, level and attribution (for example, the impact of macro environment is stronger than that of micro environment). The impact on ideological and political education is not only reflected in the dimensions, but also in various factors included in types of social environment. “Multidimensional human-environment relationship” theory has enriched the theory of environment for ideological and political education, rationalized the hierarchy and relationship between various dimensions of social environment, and improved the impact of various factors included in each dimension on ideological and political education.

### 1.3 Interactive Assimilation Theory

When Professor Chen Binggong first discussed three surround forces of social environment on people’s ideological morals and psychological development in the book *Principles of Ideological and Political Education*, he referred to the phenomenon and function of “being assimilated by the environment”, but unfortunately he did not explain the assimilation in detail. Until October 1997, Southwest Normal University Press published a book *Case Studies of Ideological and Political Education* written by Luo Hongtie. In the chapter “the social environment of ideological and political education”, it systematically summarizes and discusses the “assimilation” of social environment and ideological and political education. The author believes that the impact of social environment

on people's thoughts "can assimilate people's thoughts by the environment, making it consistent with the environment, or at least not opposed to the environment" (Luo, 1997). This assimilation has been broken down into three modes of action: One is the "promotional impact" produced in the formation and development process of people's thoughts; the second one is tangible or intangible "inflammatory effects", and the third one is the "binding effect" of people's thinking and behavior. We can see that theorists have already become concerned about the subtle permeable impact of social environment of ideological and political education over time.

At the same time, many scholars have elaborated attention and support on the "interactive" impact from sociology, psychology, education and other theories as well as the practice of ideological and political education. For example, in the book *On the Environment of Ideological and Political Education*, compiled by Shen Guoquan, the author discusses that social environment spontaneously affects ideological and political education and believes that the relationship established between the two is a "fuzzy relevant connection" which has positive and negative dual impacts and is a "two-way related connection". Another example is followed. In his book *Principles and Methods of Modern Ideological and Moral Education*, Zheng Yongting mentions the "interactive" impact between new types of environment in modern ideological and political education, and between social environment and ideological and political education (Zheng, 1997). We can see that, the interactive connection between various elements of social environment and the interaction between social environment and ideological and political education provide the conditions and the content for ideological and political education.

It is just based on the view of "interactive assimilation" theory that the mode of action of social environment on ideological and political education has been greatly enriched and improved, the reaction time and the effect also have new expositions and supplements. The impact of social environment on ideological and political education contains both the initiative and immediate effects insisted by the view of "constraints and conditions" and the subtle long-long response of "assimilation" and "interaction". In addition, social environment affects both the process and the effect of ideological and political education, and the social atmosphere and public opinions showing in its feedback will react interactively on the formation of a good or a bad social environment. This provides theoretical basis for practitioners to take measures and methods to create and optimize the environment

#### **1.4 Function Theory of Modern Social Environmental Impact**

With in-depth study and research of social environment and ideological and political education, particularly with the emergence of new types of social environment and

the diverse tendencies of their mode of action, theorists gradually break through the limitations of current thinking and try to study the impact of social environment on ideological and political education from a wider area and from more diverse information dissemination ways.

In 1991, Lu Qingren for first time noticed the impact of modern media environment on ideological and political education. In his book *Principles of Ideological and Political Education*, he lists the influence of media environment on ideological and political education. The author believes information carrier and audiences of media environment are quite extensive, and they co-influence people's spiritual world. He even believes that "the formation and development of everyone's ideological and political morals in modern society are nearly impossible to get rid of the influence of the media" (Lu, 1991). In March 2000, the book *Principles and Methods of Modern Ideological and Moral Education* by Zheng Yongting was published. He believes that, ideological and political education, under the germination of a variety of new social environments, has to face new problems and new challenges produced by the penetration function, the inductive function and guiding function. Emerging social environment produces new modes of action, and also brings new influences.

In addition, cultural environment is also an important driving force which influences and changes the formation and development of ideological and political morals for a long term. Although this driving force is achieved by relying on mass media and other information carriers, its mode of action is through the internalization of the behavior, values, and thinking characteristics of the object and it is achieved unconsciously and subtly. As Zhang Yaocan and Chen Wanbo have discussed, it "makes people's moral characters unknowingly marked with the cultural background" (Zhang, 2001). In 2007, Luo Hongtie and Zhou Qi in the article *Cultural Environment: the New Perspective from Which Ideological and Political Education is Run* demonstrate from a perspective of "cultural force" that cultural environment has positive involvement, value caring and humane contemplation and other rational tool functions in the process of ideological and political education.

Since then, the impact and role of virtual environment, competitive environment, media environment and other emerging social environment have been widely concerned and lively discussed. For example, in June 2001, the book *Modern Ideological and Political Education* written by Zhang Yaocan, Zheng Yongting, Liu Shulin and Wu Qiantao was published by the People's Publishing House; in May 2005, Guangdong People's Publishing House published the book *Research on the Environment of Modern Ideological and Political Education* written by Li Hui. Starting from a variety of functions of modern social environment, they have a full understanding of their simulation, interaction, image and other features



and explain all kinds of functions they present. Among that, in May 2006, the University of Electronic Science and Technology Publishing House published the book *Studies of University Network in Ideological and Political Education* compiled by Wu Manyi. This book has a representative significance on the influence of network social environment. As the author discusses, network environment “has a dual positive and negative impact on people’s ideological and political characters and the impact on people is long-lasting, natural and subtle” (Wu, 2006). Network environment has a huge creative function and negative and positive dual impact on the formation of people’s moral characters, and it has a long-lasting, natural and subtle impact on the formation of behavior and characters.

In November 2006, the People’s Publishing House published the revised version of the book *Modern Ideological and Political Education* written by Zhang Yaocan, Zheng Yongting, Wu Qiantao, and Luo Yuting. The authors draw on a large number of previous correct views, summarize and extract more complete and perfect “ideological and political education environment function theory”, and specifically set a subdivision to discuss it. The authors believe that, the function of social environment, “essentially is the order and ability where ideological and political educational system and external social environment interact with each other, that is, the function and the impact of environment that we explore.” (Zhang et al., 2006) This view takes ideological and political education and social environment respectively as a complete system, absorbing system theory thoughts, making the run of the two separate but interrelated. The external environment gives the function and impact of “power”, but also complies with certain order and conditions. We can see that, the mode of action of the external force is not limited to one-way or two-way, but it works in the way that the systems co-relate to each other and interact with each other to generate power and functionality; in this way, regardless of kinds of problems or conflicts between social environment and ideological and political education, there will always be a functional “power” to solve the problem. Therefore, the authors also list the representative ways and approaches of each function under the three functions of “strengthening, guiding, and infecting”.

The function of social environment on ideological and political education develops just like the development process of our eco-system. It gradually expands its scopes and areas with the rapid changes in social, political and economic life and with the generation of new social environment, and its mode of action also presents an aggregation of a variety of functions at different levels. “The function theory of modern social environmental impact” makes us not limited to a certain kind of “power” or a particular mode of action, but in a broader vision to look at the influence of social environment in

development and changes on ideological and political education. It is an improvement for the environmental theory of ideological and political education, but also the basis to fully understand and analyze modern environment in practice.

---

## 2. THE RESEARCH TRENDS OF THE IMPACT OF SOCIAL ENVIRONMENT ON IDEOLOGICAL AND POLITICAL EDUCATION

---

Four theories of the impact of social environment on ideological and political education have their outstanding features and values. They are different in terms of the mode of action, the direction and the extent of the effect. They continue to be improved and enriched. However, there are blank fields and emerging fields which are not included in the scope of social environment and there is space for further exploration and research as well. In addition, the function of social environment in modern ideological and political education can be combined with ideological and political work practice to be further developed and explored and environmental theories of ideological and political education remain to be supported and improved with new practices.

### 2.1 To Expand the Breadth and Depth of Social Environment

Based on the multi-dimensional exploration of social environment in the “multidimensional human-environment relationship” theory in ideological and political education, we can at one hand have a more scientific understanding of social environment itself, and on the other hand we can enrich and improve the architectural structure of the impact theory of social and environment.

#### 2.1.1 To Enrich Social Environmental Dimensions in Ideological and Political Education

With the changes and developments of people’s social and material life, old and new conflicts in major fields such as politics, economy and culture overlap and change, causing changes in the macro environment which also interactively influence the important changes of people’s dialectical thinking, individual and group psychological state, the implementation of ideological and political education policies and other social conscious field, social psychological field and social policy field. Such changes are both people’s intrinsic ideological and conscious reaction and fields which urgently need to be explored in depth by theorists.

Firstly, we should focus on the dimensions of the impact nature of social environment. Everything has positive and negative aspects of existence, as scientific and technological development has both positive and negative effects on social development. We should use natural dialectical point of view to consider the influence

of the social environment on ideological and political education. In practical work, the positive and negative impacts of social environment interact and they form the social environment in which we exist and live a life. The negative influence of social environment does exist and it is interfering with our ideological and political education. For example, the rapid development and extensive penetration of network environment have resulted in emotional alienation among people, leading to individual emotional tension, eccentricity, apathy and other unhealthy psychological problems; a wealth of information and accessibility of communication in modern media environment allow ideological awareness and values of Western capitalist countries to output to developing countries on purpose in an attempt to achieve the "hegemony" in ideological field. From this we can see that, scientific clarification of negative impact of social environment and clarification of negative elements in negative impact is the first step for us to prevent and resist negative effects, and take this opportunity to fully develop and promote the function of positive influences to reduce or to prevent the spread and proliferation of negative effects. With two-pronged approaches, we will ultimately achieve good results in socialist ideological and political education.

Secondly, we should pay attention to the impact of psychological environment on ideological and political education. People's active and healthy mental quality can make people's life happier and with more joy, which has been fully confirmed by theories and reality in positive psychology. To create a more open, appreciative psychological environment contributes to the development of human potential, motivation and ability. Seligman and Csikszentmihalyi have pointed out in *Introduction to Positive Psychology* that, positive psychological experience, positive psychological traits and positive psychological environment play a decisive role for an individual's potentials. Our focus on the dimension of psychological environment can be sorted out and built from psychological environment of social relationships, family psychological environment, and psychological environment of school education. Today, mental health education has become one of contents of ideological and political education, and counseling is one of the skills necessary for ideological and political workers. The 17<sup>th</sup> and 18<sup>th</sup> National Congress even put psychological counseling as a necessary method in ideological and political work into the party's reports. Paying attention to the influence of psychological environment will help improve the construction of the theoretical system of social environmental impact and it is also in line with the practical requirements of modern ideological and political education.

Finally, we should be concerned about the impact of policy environment on ideological and political education. The design and decision-making of ideological and

political education policy is highly flexible and they match the process of the research development of ideological and political education. Policy has the feature of continuity, which will help the development of the discipline of ideological and political education. However, the current formulation, implementation degree, the implementation efficiency and policy effects of ideological and political education policy are not so good. Therefore, to clarify the significance of policy environment on the theory and practice of ideological and political education and its multiple functions for the operation of ideological and political education is the basic premise to build a sound policy environment and to guarantee the implementation of ideological and political work and the acquirement of desired effects. Xu Yanguo in his doctoral thesis *On Policy Environment in Ideological and Political Education* mentions that, "in order to effectively eliminate the ideological and political education-related issues, the policy pressure must be increased. The greater the policy pressure is, the results of ideological and political education policy will be better." Although the author uses a term in physics, it is not difficult to see that policy environment has a direct influence on solving the problems of ideological and political education, and it also instruct us to the road to study the policy strength and policy effects.

### **2.1.2 To Further Explore the Hierarchy of Social Environmental Dimensions**

Standing in the era promenade with flourishing politics, economy and culture, each dimension of social environment under which we live in presents a diverse appearance. Along with the ecological threats brought by the development of industrial civilization and high-tech and the awakening of people's consciousness of survival crisis, ecological problems penetrate into the political arena and are transformed into political issues in the political ecological environment, and cultural systems, in the practice of ideological and political education, is gradually emerging out to become the sub-cultural environment from being parasitic on virtual environment. They step by step expand the hierarchy of the various dimensions of social environment in the social development and progress. The operational mechanism of these new levels affects the exploration of the internal mechanism of ideological and political educational operations. They all will lay a foundation to have complete control of the influence of social environment on ideological and political education and they reflect the development of environmental theories in ideological and political education over the time.

Firstly, we should concern about the impact mechanism of political ecological environment. Since we have entered a period of building a moderately prosperous society, along with the efficient and rapid development of industry and agriculture, ecological and environmental

problems have attracted wide attention. The Eighteen National Congress has put “ecological civilization” into the general layout of modernization for the first time when constructing the national top design. Ecological environment has already been extended to the political sphere. Analysis and descriptions of the interaction and mechanism between natural ecological environment and political environment have become a problem faced in the dimension of social and political environment. Zhang Shun proposes value evaluation criteria centered by natural ecological status in the paper *On the Connotations and Significance of Political Environment*, and he proposes politics, society and nature constitute a massive system to explore political ecological environment. This opens up a new approach for us to study social and political environment and it broadens the horizon for researches.

Secondly, we should concern about the impact mechanism of sub-cultural environment. Sub-cultural environment is a cultural atmosphere which is formed in the process of interaction between different subcultures and the interaction between sub-cultures and the dominant culture (Liu, 2008). In *Education Dictionary*, it is believed that subculture is part of the overall social culture and is a supplement to the dominant culture. Because it follows and deviates from dominant culture, it can contribute to a particular group experiencing the same thing but reacting different and forming a unique set of values, behavior and style of fashion, etc.; therefore, it affects and regulates the social psychology of the relevant groups. There are both positive and negative factors in social attitude. Sub-cultural environment will have both positive and negative impacts on ideological and political education as well. And as a supplement to mainstream culture, it has a significant impact on the outlook of life and values, such as “graduate preparing group”, “Korean fans and Japanese fans” and “Internet-residents” emerging in campus culture and corporate culture. Behind these popular terms, there are positive and healthy style of study as well as apathetic and decadent life attitude; therefore, we urgently need theorists to scientifically explore and understand the impact way and function mechanism of sub-cultural environment on people’s ideological and political formation and development, and on such a basis to sublimate subcultural environment, build and nurture a healthy subcultural environment, find effective ways to consolidate the status of the mainstream socialist ideology and create a healthy social and cultural environment.

## 2.2 To Deepen the Function Theory of Social Environmental Impact

Based on the function theory of the impact of social environment, social environment is a complex system and this system has constructed a connection of coordination, interaction and mutual penetration with ideological and political educational system. This connection has presented different functions in different

time background and different ranges, natures and characteristics of environmental conditions. Although scholars have concluded the guiding function, enhancing function, infecting function and constraining function and etc. and they reflect the impact of social environment on ideological and political education from different sides, as Yu Junjiao has summarized above, “these conclusions are analyzed from specific and particular levels” (Yu, 2011). Our impact theory of social environment is the lack of perspectives beyond the overall social environment and ideological and political education systems to analyze their interaction and functionality. From another side, the impact of social environment on ideological and political education has both positive effects and negative effects. When affected by the negative effects, ideological and political education will inevitably give feedback of passive, apathetic, and ugly public opinions and social trends, and then in order to ensure the final implementation effect of ideological and political education and to achieve the goals of ideological and political education, the social environment itself should also have the function to dissolve and prevent such adverse public opinions and trends.

### 2.2.1 Based on the Essential Characteristics of Social Environment to Develop the Educational Function of Ideological and Political Education

Marxist philosophy believes that human consciousness is the reaction of objective things, and then the formation of people’s ideological ideas largely depends on the social environment where they live. Objective existence and objective response are the most essential characteristics of social environment. Therefore, the objective existence of bright and spacious fitness room, clean plaza streets, etc. are the material compositions in social environment, but their existence as the depicted scenes can cultivate people’s sentiments and purify people’s soul. Material conditions and productive situation which objectively exist reflecting in our consciousness will form a spirit of socialist modernization, the policies and regulation to build a socialist harmonious society, and the cultural atmosphere to construct ecological civilization. The spiritual, political and cultural compositions in social environment will make the young bath in a positive and healthy air and be full of hope for life and passionate for the future. The social environment which objectively exists and objectively responses the nature reflects the educational function of ideological and political education to its objects.

In addition, socialist core values are the evaluation criteria of our social environment on people’s ideological morals and ethical behavior. It advocates prosperous, democratic, civilized and harmonious national values, promotes social values of freedom, equality, justice, and the rule of law, and promotes personal values of patriotism, dedication, honesty, and friendliness. People release pressure from public opinion in social environment, and the prerequisite to meet the requirements



of self-realization is to take efforts to be in line with the evaluation criteria of the social environment in terms of ideological morals and words and behavior. Therefore, the socialist core values have identified the specific direction for the educational function of social environment, and they also enrich the construction of the environmental theory of ideological and political education.

### 2.2.2 To Develop Multiple Levels of Social Environment and to Enhance the Defense Function of Ideological and Political Education

With the in-depth exploration of the dimensions and levels of social environment in ideological and political education, not only the positive effects are more apparent, the negative factors are also increasingly prominent. The openness of modern communications media has brought inclusive information; the timeliness of Weibo and Wechat has brought the instantaneous effect of the diffusion rate of information; it is difficult to identify the authenticity of disseminated information after processed in a virtual network environment. When people are in contact with such an environment, it is inevitable that they might get lost. Such a situation exists at multiple levels of social environment. It cannot achieve the spread of ideological and political education; neither can it achieve the goal of ideological and political education.

However, people's consciousness has a dynamic counteraction of the interaction between social environment and ideological and political education (Yang & Zhang, 2001). Through mastering the contradictory relationship between social environment and ideological and political education, initiatively coordinating the relationship between the two, and grasping the rules of the impact of social environment on ideological and political education, we can develop other features of social environment to combat negative information and cultivate health information. For example, after the release of *Decision on Strengthening the Protection of Network Information*, the network environment has entered an era of real name system in the background. Personal information and classified information on the network platform has been protected by technology and regulations, and meanwhile people's ideological and political activities carried out online are also subject to the real name supervision and management. The previous problems of ideological and political education in a network environment, such as unclear objects and ineffective indoctrination, will be much improved because of the real name existence of educational objects and the possibility to conduct ideological and political communication with the objects with plans and goals. From this we can see that, social environment is also capable of defending some of the drawbacks and negative factors of ideological and political education.

It is true that changes of social environment are more and more profound in the development of era. Some people describe the modern youth as follows: They "eat

potato chips, use computer chips, watch Hollywood movies and wear brand clothes," which reflects from one side that social environment has already had a profound impact on modern ideological and political education; some people look forward to "official property public disclosure system" to bring about changes in corruption of government cadres, which also reflect that social environment is going to have a profound impact on modern ideological and political education. No matter social environment changes have already happened or are going to happen, they all are beneficial ways that we should have a clear understanding of and make the best use of to achieve the goal of ideological and political education.

---

## REFERENCES

---

- Chen, B. G. (1992). *Principles of ideological and political education*. Jinlin University Press.
- Jiang, Z. G. (1999). *On the environment of ideological and political education*. Hunan Normal University Press.
- Jin, J. K. (1987). *Principles of ideological and political education*. Water Power Press.
- Liu, H. (2008). Correctly understanding university subculture and promoting harmonious cultural construction in universities. *Northwest Medical Education*, 2(16), 14-15.
- Lu, Q. R. (1986). *Principles of ideological and political education*. Fudan University Press.
- Lu, Q. R. (1991). *Principles of ideological and political education*. Higher Education Press.
- Luo, H. T. (1997). *Case studies of ideological and political education*. Southwestern Normal University Press.
- Qiu, W. G., & Zhang, Y. C. (1999). *Principles of ideological and political education*. Higher Education Press.
- Shen, G. Q. (2002). *On the environment of ideological and political education*. Fudan University Press.
- Wu, M. Y. (2006). *Studies of university network in ideological and political education*. University of Electronic Science and Technology Publishing House.
- Yang, X. F., & Zhang, H. W. (2001). Exploration of the reaction of environmental awareness on human-environment relationship. *Journal of Tianzhong*, 4(16), 31-33.
- Yu, J. J. (2011). On the educational function of ideological and political education environment. *Higher Education Research and Practice*, 3(30), 71-74.
- Zhang, W. P. (2004). *Tutorial on ideological and political work*. Chinese Communist Party History Publishing House.
- Zhang, Y. C., & Chen, W. B. (2001). *Principles of ideological and political education*. Higher Education Press.
- Zhang, Y. C., Zheng, Y. T., Wu, Q. T., & Luo, Y. T. (2006). *Modern ideological and political education*. People's Publishing House.
- Zhang, Y. C. (1988). *Principles of ideological and political education*. Central China Normal University Press.
- Zheng, Y. T. (2000). *Principles and methods of modern ideological and moral education*. Guangdong Higher Education Press.