

# The Construction of Ideological and Political Education Discourse Based on Marxist View of language

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**Abstract:** Ideological and political education, as a key carrier of ideological dissemination, its language expression directly affects the effectiveness of education. Starting from the core essence of the Marxist view of language, this paper reveals the social and practical nature of language, its ideological function, as well as its class and critical nature. At present, ideological and political education language is confronted with three major practical predicaments. In response, a three-dimensional optimization path is proposed, aiming to provide theoretical references for the innovation of ideological and political education discourse in the new era and help enhance the dissemination power of mainstream ideology.

**Keywords:** Marxist View of Language; Ideological and Political Education; Discourse Construction.

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## 1. Introduction

Language is an important carrier of ideology, value transmission, and social interaction. In ideological and political education, discourse not only affects the expression of educational content, but also influences students' understanding, acceptance, and identification with mainstream values. With the rapid development of new media and the continuous change of youth discourse patterns, traditional ideological and political education language is facing new challenges in expression, interaction, and communication effectiveness.

From the perspective of the Marxist view of language, language is social, practical, ideological, and critical. Therefore, the discourse of ideological and political education should not be treated merely as a tool for information delivery, but as an important medium for value guidance and meaning construction. Based on this understanding, this paper discusses the theoretical basis of ideological and political education discourse, analyzes its current problems, and proposes corresponding optimization paths. The aim is to provide theoretical support for improving the appeal and effectiveness of ideological and political education discourse in the new era.

## 2. The Theoretical Basis of Language in Ideological and Political Education

The theoretical basis of the language in ideological and political education is to clarify the prerequisite and original issues of its occurrence and development [1]. It takes the Marxist view of language as its direct theoretical source and has the characteristics of sociality and practicality, class nature and criticality. Correctly grasping the relationship between language and ideology is conducive to giving full play to the positive role of language in ideological and political education.

### 2.1. The Sociality and Practicality of Language

In "The German Ideology", Marx put forward the important assertion that "language is the consciousness of reality" [2]. It profoundly reveals the essence of language and

provides a key perspective for understanding the language of ideological and political education. Language, as the carrier of consciousness, is a fundamental element of consciousness. Matter determines consciousness. On this basis, matter can be expressed as language. Language, as a material tool, is used by people to form judgments and inferences about the concepts of things, thereby transforming the world.

From a sociological perspective, language is a product of social interaction. It emerged alongside the formation of human society and has undergone continuous evolution amid social development. As people habitually rely on language to transmit information in daily life, language has become a crucial bond of social relations. Language serves as a reflection of real life; thus, the process of thought transitioning to existence is also that of language transitioning to life. In the field of ideological and political education, language undertakes the mission of disseminating social values. Educators convey the ideological concepts advocated by society to the educated through language, assisting them in establishing a correct worldview, outlook on life, and values.

From a practical standpoint, language is not merely an expression of consciousness but also a tool for practice. Labor serves as the material prerequisite for the emergence of language; as noted, "The assertion that language arose from labor and developed in tandem with it is the only valid explanation [3]." Language emerges and evolves through practice, and individuals employ language to address problems in social practice. Education, in itself, constitutes a form of social practice, where educators guide learners to internalize concepts and externalize them through action via language. Language is "from its very inception a product of society" and a product of labor practice.

### 2.2. The Relationship Between Language and Ideology

Language is a manifestation of ideology. Different ideologies are reflected through specific language expressions, which not only mirror the content of the ideology but also influence people's ways of thinking and values. The language used by educators in teaching often contains specific ideological connotations. This is to guide the educated to accept and identify with the mainstream ideology of society.

Since the language of ideological and political education needs to reflect the mainstream ideology of society, it must be in line with the trend of social development. Education, as the foundation of national development, plays a role in guiding the spirit of political construction.

Language is also a tool for constructing and maintaining ideologies [4]. The dissemination and exchange of language serve as the medium through which ideologies can be widely spread within society. Educators typically use language to convey and integrate ideologies into educational content, which can help learners gradually accept and internalize these ideas and concepts. At the same time, language can also be used to criticize ideas that contradict the mainstream ideology, thereby maintaining the purity and authority of the ideology. With the rise of social media platforms, various social opinions are subtly influencing people's physical and mental health, invading their thinking patterns, and changing their ideological perspectives. Due to the wide variety and rapid changes, it is difficult for people to resist the negative impacts they bring.

### **2.3. The Class Nature and Criticality of Language**

Language is a tool that has different class attributes in different societies. In a class society, the interests of the ruling class often occupy the highest position, so the ruling class will use language to disseminate the ideology and values of their own class to maintain their ruling position. While the ruled class can only express their own demands and resistance consciousness through language. "Language, in the final analysis, is a human phenomenon of life [5]." In daily life, we should recognize the class nature of language and clearly define the position and direction of education. Educators should stand on the position of safeguarding the interests of the broad masses of the people, further disseminate socialist core values, and thereby guide the educated to establish correct class consciousness and social responsibility. In addition, language also has criticality. Ideological and political education should not only disseminate positive ideological concepts to the public, but also guide them to criticize and reflect on incorrect thoughts and behaviors. Educators should use critical language to help the educated improve their ability to distinguish right from wrong, thereby enhancing their immunity to bad ideas.

## **3. The Current Challenges and Attribution of Ideological and Political Education Language**

The problem with ideological and political education is that it fails to highlight the individuality of students but instead treats them as a whole, namely as the successors of socialism, for education. This results in the neglect of people's inherent needs and diverse personalities. And as the language of ideological and political education serves as the carrier, its form is also of great significance.

### **3.1. The Main Problems**

#### **3.1.1. Over-Reliance on Documented Expressions While Lacking Innovation**

Rational tools have obscured the true nature of language. Language is a product of social practice and has the function of constructing social relationships. Currently, ideological and political education simplifies language to a mere conduit

for policy documents, neglecting its essence as a carrier of inter-subjective meaning. Documented expressions lead language to deviate from real-life practice, violating the assertion that "language is the direct reality of thought", and weakening the intrinsic vitality of thought. "The development of instrumental rationality has brought about a displacement of values, that is, the destruction of noble values by instrumental values and the devaluation of life values [6]." The discourse on instrumentalism has become the power discourse of society and has become an alienated existence that is detached from human beings.

Due to the lag in language innovation, there emerges a structural contradiction. The youth group interprets authoritative discourse through online language, while ideological and political education still adheres to one-dimensional political terms and has not achieved the transformation of discourse content to be in line with the times. Ideological and political education language forms a single model based on the principle of uniformity, resulting in a structural narrative of discourse hegemony. To avoid the occurrence of the phenomenon of "false, grand, and empty", this requires promoting discourse innovation based on the Marxist dialectical negation view. On the basis of inheriting the political core, it should also absorb life-oriented and youth-oriented expressions.

#### **3.1.2. Ignoring the Participation and Subjectivity of The Audience**

Language is the intermediary through which the subject objectifies itself. However, current educators treat language as a control tool, causing the educated individuals to become passive recipients. The essence of this "inertly unassimilable" phenomenon lies in the absence of communicative rationality. The subject and object of language have become alienated, contrary to Lenin's original intention of "inoculation theory". Inoculation should be heuristic guidance rather than forced input. Therefore, an interactive relationship combining "value guidance and autonomous construction" needs to be established. The daily ideological and political education language lacks the value, inspiration, and construction functions of educational language, and lacks the ethical significance of moral language. As a result, the inspiring function for the educated subject's thoughts has also vanished completely.

The right to speak means that a social group spreads its meaning within the society based on certain conventions, thereby establishing its social status and being recognized by other groups [7]. In the contemporary educational context, the phenomenon of imbalanced distribution of the right to speak still prevails widely. This imbalance seriously hinders the healthy development of education and the comprehensive growth of students. The classroom should be a platform for equal communication between teachers and students; however, the monopoly of the right to speak by teachers is quite common. In the teaching process, teachers often hold the dominant position and unilaterally impart knowledge to students, while students passively receive information. This phenomenon of discourse hegemony neglects the students' subjectivity and deviates from the democratic and equal interaction principle advocated by Marxism.

#### **3.1.3. In the Context of New Media, Traditional Ideological and Political Language Has Become Disconnected from The Language Used by Young People**

The youth group, as digital natives, are proficient in using

fragmented and entertaining online language, transforming grand narratives into playful jokes and emojis. This language shift is not only an innovation in expression but also a proactive reconfiguration by the youth group of the traditional authoritative discourse system. The emergence of popular phrases such as “lying flat” is actually an alternative response to the pressure of social competition, and in this process, it achieves the release of one's emotions and the identification of one's identity. In contrast, the discourse system in the field of ideological and political education shows obvious lag. Under this overall situation, traditional ideological and political discourse still follows the expression methods of “slogan-style” and “document-style”, failing to deeply integrate with digital media. This “dual opposition between form and content” predicament leads to the “speechlessness” crisis of ideological and political education among the youth group. The authority of political discourse and the rebelliousness of youth discourse form a sharp contradiction, ultimately resulting in a gap in the discourse system between educators and learners.

### 3.2. Cause Analysis

The educators' insufficient ability to integrate across disciplines has become a key factor restricting the development of language education. Marx's assertion that the essence of human beings is “the totality of social relations” clarifies the overall and interrelated nature of the knowledge system. However, in the current educational field, language education often remains confined within the framework of a single discipline, lacking organic integration with other disciplines. Due to the limitations of educators' own knowledge reserves and their personal deficiencies in ability, they are unable to guide students to break through disciplinary boundaries. This situation prevents students from understanding language from multiple perspectives, restricting their improvement in comprehensive literacy and the cultivation of innovative thinking. This is also not conducive to meeting the demands of modern society for versatile talents, and reducing the proportion of such talents in the education system.

The development of the times has profoundly changed the way of interpersonal communication. The theory proposed by Marx that “production determines the form of communication” has been fully confirmed in the current context of the vigorous development of digital technology. The emergence of new media such as short videos and social media has given rise to a completely new form of language expression. A large number of online buzzwords, emoticons, and fragmented language have emerged, forming a unique language ecosystem. However, the education field has not timely and deeply studied the laws behind these new language phenomena, and has failed to effectively guide the healthy development of language. At the same time, technological innovation requires the transformation of discourse patterns from traditional linear to diverse expressions, but the current situation is that we are significantly lagging behind in theoretical research and teaching practice. This not only affects the effectiveness of language education, but also poses challenges to the innovative development of ideological and political education language.

## 4. The Optimization Path of Ideological and Political Education Language

As an important medium for ideological and political education, ideological and political language must be innovated and improved in line with the times. To achieve this, it is necessary to construct an actual path for optimizing ideological and political education language from three aspects: theoretical innovation, practical strategies, and technological empowerment.

### 4.1. Establish a Cross-Disciplinary Language Research System

In a broad sense, moral language also includes ideological and political education language. “The confusion regarding our moral language not only leads to theoretical confusion, but also causes unnecessary confusion in practical matters [8].” Marx believed that language is the product of human practice and possesses practicality, materiality, and social historicity. The Marxist view of language profoundly reveals the relationship between language and practice, thought, and social history. This not only points out the direction for language research but also provides practical guidance for social practice. Therefore, we should take Marxism as the guiding ideology, dialectically grasp the relationship between language and ideology, and deeply interpret the ideological attributes carried by ideological and political education discourse from the perspectives of value theory and practice theory.

Different disciplines have distinct characteristics, which necessitates the establishment of a cross-disciplinary research system for ideological and political language studies. On one hand, we should draw on the achievements of Western critical linguistics and other related fields, and introduce analytical perspectives such as “language as ideology”; on the other hand, we should integrate various disciplinary methods from linguistics, sociology, psychology, and education, achieving both theoretical depth and practical relevance. Marxist theory provides a scientific worldview and methodology, enabling an understanding of the value orientation and social function of ideological and political language at its essence. Linguistics focuses on the structure, evolution, and usage patterns of language, interpreting the form and content of ideological and political language from a professional perspective. Communication studies emphasize the study of the effectiveness of information dissemination, enhancing the influence of ideological and political language.

### 4.2. Enhance the Effectiveness of Language Communication

In order to achieve equal dialogue in the educational field and break the dominance of discourse, teachers need to transform their traditional educational concepts. Contrary to traditional education, it is required to fully recognize the dominant position of students and respect their right to speak. Teachers and students should be on an equal footing in the classroom teaching, with teachers leading the classroom atmosphere and encouraging students to speak actively. At the same time, the role of teachers is not limited to being the provider of knowledge; they also need to assume the role of a listener. Allow different viewpoints to emerge, only in this way can there be a rich variety of ideas. The role of individual teachers is of vital importance. The responsibility of the school is to strengthen the training of teachers and promote

the update of educational concepts. At the institutional level, a scientific evaluation system needs to be established to promote equal communication and interaction between teachers and students.

With the emergence of new media technologies, ideological and political discourse urgently needs to undergo an innovative transformation. At the same time, teachers should also enhance their new media literacy and make good use of platforms such as WeChat official accounts to disseminate information in a language style that students find appealing. In terms of the content of the discourse, it is required to remain open and inclusive, respecting cultural diversity. Different discourse strategies should be adopted for students from different backgrounds, achieving individualized teaching.

### 4.3. The Application of Intelligent Language Tools

A thorough understanding of Marx's core concept of "the all-round development of human beings" should be based on the perspective of individual development. "The elements of thinking itself, the elements of the manifestation of thought's life, that is, language, is the sensible nature of the world. The social reality of nature and human natural science or the science about human beings are the same expression." Ideological and political educators should utilize digital technology to transform political discourse into contextualized expressions. By using short videos to interpret classic red stories, young people can experience the charm of theory in immersive experiences. By leveraging language symbols familiar to young people, such as popular internet memes, socialist core values can be integrated into daily conversations, achieving the integration of scientific theories with popular culture. Only by re-establishing the roots of ideological and political discourse in social life can the gap in language be filled, thereby achieving the dual goals of theory dissemination and value guidance.

Intelligent language tools can provide strong support for the optimization of ideological and political education language. The emergence of generative artificial intelligence has offered new opportunities for ideological and political education. By using artificial intelligence to restructure the form and content of ideological and political education and create a diverse and interactive educational environment, it not only assists teachers in quickly creating targeted teaching cases but also extracts popular language materials from a large amount of data. In bilingual teaching environments,

science and technology can be used to accurately convey ideological and political content to teachers and students with different language backgrounds, expanding the dissemination scope. It should be noted that the application of technology is a double-edged sword; while it empowers the construction of ideological and political discourse power, it may also bring challenges. Therefore, it is necessary to do a good job in post-event guarantee work and strictly review the generated content to ensure the direction is correct.

## 5. Summary

Based on the Marxist view of language, this paper examines the theoretical foundation, practical dilemmas, and optimization paths of ideological and political education discourse. It shows that language, as a social and practical form, plays an important role in value transmission, ideological guidance, and educational communication.

At present, ideological and political education discourse still faces problems such as rigid expression, insufficient interaction, and weak adaptation to new media contexts. To improve its effectiveness, it is necessary to strengthen interdisciplinary research, promote equal dialogue between educators and learners, and make reasonable use of intelligent language tools. In this way, ideological and political education discourse can better enhance its influence, affinity, and guiding power in the new era.

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