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Article

Trend of Community of Shared Future for Mankind in the Perspective of Marx's Thoughts of Globalization

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Abstract

The construction of a community of shared future for mankind requires each country to take into account the reasonable concerns of other countries while pursuing its own interests and promote the common development of all countries in the pursuit of its own development. In view of the fact that teaching of Marxism in Chinese colleges and universities has started late in the study of community of shared future for mankind and lacks the trend of advancing with the times, in this paper, the author proposes to ensure the trend of a community of shared future for mankind in the education of Marxism in colleges and universities from three aspects, namely, the establishment of educational channels, the optimization of educational approaches and the construction of educational mechanisms. It has been proved that the proposed scheme is of great guiding value in effectively improving the understanding of the human community and a macroscopic view of Marxism in colleges and universities.

Keywords

Teaching of Marxism • Community of Shared Future for Mankind • Macroscopic View • Educational Mechanism

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Marxism, as a comprehensive discipline that covers political economy, revolutionary theory and materialist philosophy (Booth, 1985), is the doctrine of complete liberation of the proletariat and all mankind throughout the world. Since the founding of the People's Republic of China, China's society has been developing continuously. On the basis of critically inheriting and absorbing the outstanding achievements of human beings in natural science, noetic science and social science, China has also continuously developed and updated Marxism. Since China's reform and opening up (Castree, 2010), the part of scientific socialism in Marxism has achieved unprecedented development. In political science, economics, military science and education, the development of disciplines has also become a form of contention.

Entering the 21st century, the international political situation has become complicated and confusing, the financial situation has been turbulent, religious and ethnic conflicts are on the rise, trade issues have become prominent, and the development path and regional cooperation of all countries in the world have been full of twists and turns. Although peaceful development is still the mainstream trend in the international situation, the road has become more tortuous (Corbridge, 1990). In this context, President Xi Jinping proposed the concept of a community of shared future for mankind. In the report of the 18th National Congress of the Communist Party of China (CPC), the CPC called for "the common sense of a community of shared future for mankind and solidarity among countries around the world to shoulder responsibilities and share interests and jointly promote the continuous progress of mankind". As important academic research institutions in China, colleges and universities have shouldered the responsibility to study on the trend of community of shared future for mankind in this context of the times. How to profoundly study and understand the connotation of community of shared future for mankind proposed by President Xi Jinping and use this new model as the guiding ideology of economic and trade development has become a hot topic in colleges and universities.

Analysis of Marxism Teaching

In the process of the continuous development of Marxism, the requirements for the quality of human resources are higher, but according to many colleges and universities, students' Marxism theory accomplishment has not met the requirements in recent years. From the perspective of teaching (Brandist, 2017), the current Marxism teaching in colleges and universities has problems in the following aspects:

The teaching faculty

Because Marxism is ever-developing, the faculty engaged in Marxism teaching in colleges and universities presents an ageing situation, aged teachers lacking active thinking and teaching methods that keep pace with the times cannot keep up with the rapid development of scientific socialism, which causes students to be less interested in learning and the theory and methodology they have learned cannot keep up with the times (Peters, 2003).

Teachers' professional skills are relatively simple. Marxism is a relatively broad discipline (Lewis, 2017), which integrates political economy, materialist history, socialism and other disciplines and requires a wide range of knowledge. However, due to the relatively weak Marxism teaching force, the current colleges and universities have appropriately lowered the threshold of recruiting teachers, resulting in a relatively narrow professional range of some teachers, and some teachers engaged in economic management, and even professors of science and engineering majors have been introduced to Marxism teaching. This has led to teachers' professional structure not being able to align with the ever-changing changes in the discipline. In order to achieve the teaching objectives and requirements as soon as possible, some elderly teachers have to rely on some fast-track software and ppt slides to complete the teaching tasks, and students are content with superficial understanding during the learning process. In the end, students' mastery of the theoretical basis of Marxism could not reach the standard, let alone understand the complex social science propositions such as the community of shared future for mankind that are advancing with the times (Dimitrijević, 2010).

Underdeveloped teaching conditions

First of all, from the textbooks, the current Marxist textbooks in colleges and universities generally use the textbooks of comprehensive undergraduate education. The advantage of such textbooks is that the knowledge points are comprehensive, but the disadvantages are that the key points not focused enough, the content is more partial theory, the content is more theoretical, and the results of modern socialist research are rarely absorbed. With the development of socialist theoretical research, knowledge renewal is also constantly iterating. Previous textbooks obviously can not keep up with the rapidly changing market requirements, leading to the disconnection of students' knowledge (Hu, 2010). The survey shows that the current socialist curricula in colleges and universities rarely concern the content of a community of shared future for mankind.

In terms of the teaching environment, except for the institutions such as the Party School of the CPC Central Committee, Marxism-Leninism teaching in most colleges and universities is not a traditional key discipline. Therefore, many colleges and universities tend to focus on the key disciplines, thus limiting the hardware and software construction space of Marxism-Leninism teaching, resulting in higher limitations of the teaching environment and practical content. From the perspective of teaching mode, the traditional Marxist-Leninism teaching is mainly carried out in the form of students listening to lectures and completing homework given by teachers. This kind of teaching method can enable students to master theoretical knowledge, but it is difficult to mobilize their enthusiasm in learning (Wenning, 2016).

Weak practice in teaching and research

Marxism-Leninism is a profession that emphasizes practicality. However, the evaluation of the current graduates of the major generally believes that their ability of applying theory to practice is not in line with the requirements of colleges and universities. There are multiple causes for this. First of all, the curriculum teaching

is divorced from the society. For the grand proposition of a global community of shared future for mankind, it is impossible to teach it scientifically and rationally simply from the perspective of ideological theory. In the process of teaching and research, we should adhere to the principle of dynamic adaptation, closely combine with the changes in the international and domestic situation to guide the actual situation and analyze and address new problems, and finally reach new levels of teaching and research.

The scheme of study on the trend of a community of shared future for mankind

Establishment of educational channels

As an important channel for college education, the curriculum system is an important part to improve the quality of teaching and also the presentation of scientific research results. In the study of a community of shared future for mankind in the perspective of Marx's globalization, we must pay more attention to the construction of learning system and setting up specialized courses. The construction of curriculum needs to be based on the context of domestic and international globalization, combine the development of the times, link theory with practice, and lead the reform of teaching and research. It is also possible to work with government officials outside colleges and universities to form a curriculum design committee to develop a curriculum module based on the community of shared future for mankind. Strengthen students' ability to use course knowledge - on the basis of book knowledge, we can increase the proportion of contents such as trade globalization, community of shared future for mankind, international relations with Chinese characteristics and so on. The course hours and time period are shown in the following table:

Table 1
Type of Internship

Type	Timing	Quantity
Training	1 st term	20hours
Lesson training	Professional class	40 hours
Central training	2, 3, 4term	240hours
Competition training	1, 2, 3term	90hours
Internship	2, 4, 5term	300hours
Graduate Internship	Last term	300hour

On the basis of classroom teaching, the practice part can be introduced. The main goal of this part is to make students understand the profound connotation of the community of shared future for mankind and make clear the direction of curriculum learning by accessing the actual work of public service department, defining learning objectives, and contacting social public sectors under the guidance of teachers. At the same time of students' internship, scholars can also be arranged to give them detailed and comprehensive instruction from the latest developments at home and abroad, to Marxism-Leninism learning methods and other aspects (Rrody et al., 2001). Part of the in-class training can be arranged in classroom. After completing the learning of basic knowledge of Marxism-Leninism, students are further allowed to engage in classroom teaching, mainly through classroom discussion and other ways to brainstorm as a supplement to classroom learning. Competition-driven training means that the colleges and universities can arrange and organize students to hold regular competitions every year, fully mobilizing their practical ability and innovation, allowing them to form small groups willingly to complete research work on community of shared future for mankind and participate in competitions, and

improve their ability to combine theory with practice by means of competitions. The form of the competition can also be varied. For example, students' works can be evaluated and the first, second and third prizes can be awarded finally. Students can also directly debate the knowledge they have learned in the form of debate competitions.

The teaching faculty training

As mentioned above, the teachers in colleges and universities lack certain professional training, which leads to their relatively weak practical ability and a not in-depth understanding of the community of shared future for mankind. Therefore, the training in colleges and universities also needs to take into account the training of teachers. Especially for the teaching mode of combining globalization, it is necessary for teachers to change their ideas and concepts, construct a teaching system based on practice and innovation, and break through the traditional teaching mode. The specific measures are as follows: (1) urge teachers to attend lectures and reports on Marxism-Leninism at the municipal, provincial and even national levels, so that they can have an in-depth understanding of the current situation of economic globalization and multi-polarization of the world; (2) cultivate specialized internship instructors to be responsible for students' annual internship in government departments or public service departments, so as to improve the effectiveness of internship through years of accumulated experience; (3) engage some experts, managers and outstanding practitioners with higher levels of Marxist-Leninist theory to teach in colleges and universities or in the form of lectures through rehiring after retirement and part-time work, so as to promote the improvement of students' learning and teachers' teaching; and (4) encourage a number of outstanding teachers to participate in advanced academic exchanges at home and abroad, and bring back advanced teaching methods and concepts from overseas.

Educational approach optimization

The traditional approach of Marxism-Leninism teaching is mainly classroom teaching, but Marxism-Leninism is a discipline combining theory with practice. An important link between theory and practice is to provide a good place for students to practice. Therefore, a long-term stable practice base is the best place for teachers and students to jointly study the theory of community of shared future for mankind. In the construction of practice bases, colleges and universities can carry out construction in various forms, such as seeking the lead and help of the government, and jointly investing in construction by the college/university and the government. In the process of implementation, according to the characteristics of Marxism, it is necessary to pay attention to the following aspects: First of all, for hardware facilities of the practice base, it is necessary to have various types of computers, such as PCs, Mac, as well as printers, cutting plotters and other equipment, so that students can fully access the major tools of modern academic research. Secondly, as for the construction at software level, it requires the colleges and universities to purchase copyrighted software such as office suites in the form of bulk purchases so as to improve the research efficiency of teachers and students, and to update the software regularly. Thirdly, the content of practical content needs to be targeted and comprehensive. The practice base needs to include all directions of Marxism, so that students can find internship content that fits their major fields

during the internship. At the same time, the practice base should also have a high degree of openness, and appropriate opening to enterprises can bring employment opportunities to students and economic benefits to the base.

In the construction of practice base, in addition to the above-mentioned practical content creation, rich learning tools can also be equipped. The built-in museum allows students to fully understand the achievements of China's socialist construction and the context of a community of shared future for mankind. The built-in electronic library allows teachers and students to freely access information and fully study the history of Marxism-Leninism in China. At the same time, the library constantly supplements the latest socialist research results so that students can keep up with the times as quickly as possible.

Change in teaching and research mode

The teaching and research of a community of shared future for mankind requires the transformation of teaching and research in colleges and universities into an open-ended teaching and research, which requires students to participate in and quickly transform the knowledge learned in the curriculum into practice in work. Open-ended teaching should create a two-pronged atmosphere in both campus and off-campus practice, so that students can apply their knowledge to practical problem addressing while learning theoretical knowledge, improve their ability to address practical problems, realize their shortcomings, check and re-evaluate their practical abilities through social practice, and constantly overcome their shortcomings and updates their knowledge systems to adapt to the needs of modern society for Marxism-Leninism.

The teaching goal shifts from basic knowledge teaching to modern social needs. To cultivate human resources based on the complex situation facing the international community, colleges and universities are required to link the curriculum with the complex situation at home and abroad, and to transform the society's needs for the globalization of Marxism-Leninism into curriculum design. In the lower grades, basic teaching and theoretical education dominate, while in the upper grades, practical cases are used to drive the teaching content, and the curriculum is developed with the standards of the new era as the goal to break through the traditional teaching mode. It is also possible to include the qualification of the theoretical examination certificate into the credits, and encourage students to participate in high-quality Marxism-Leninism knowledge test or competition in colleges and universities to improve their competitiveness.

Case-Based Empirical Analysis

The scheme proposed in this paper is applied to a university in Jiangxi Province for implementation. The university has built a socialist practice base with three modules: studio, museum and e-library. It is mainly responsible for supporting the development of research projects. The results are published in core journals or teaching materials of the university, providing seed technology and technical support. The base is open to the faculty, students, and experts on campus, and can accommodate 500 people at the same time. The actual results prove that this model has achieved the complementation of advantageous resources, and has successfully

brought out in a number of characteristic research results every year. The base was completed in 2015. After putting into use, it greatly improves the achievements of students in Marxism-Leninism courses. Students have an in-depth understanding of globalization and the community of shared future for mankind, and the number of papers of Marxism-Leninism in the university has also been greatly improved. The evaluation of the practical ability of the graduates of the university has been significantly improved.

Table 2
Marxism Study Status

Marks	2015	2016	2017
80	82.1%	91.3%	93.6%
70	89.3%	92.3%	95.7%
60	94.1%	98.6%	99.1%

Conclusion

A community of shared future for mankind is the latest achievement of socialist research put forward by President Xi Jinping at the 18th National Congress of the CPC. It requires each country to take into account the reasonable concerns of other countries while pursuing its own interests and promote the common development of all countries in the pursuit of its own development. In view of the fact that teaching of Marxism in Chinese colleges and universities has started late in the study of community of shared future for mankind and lacks the trend of advancing with the times, in this paper, the author proposes to ensure the trend of a community of shared future for mankind in the education of Marxism in colleges and universities from three aspects, namely, the establishment of educational channels, the optimization of educational approaches and the construction of educational mechanisms. It has been proved that the proposed scheme is of great guiding value in effectively improving the understanding of the human community and a macroscopic view of Marxism in colleges and universities.

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