

Exploration of the Implementation Path of Ideological and Political Education in the Course of "Political Economy" for the Integration of Common Prosperity

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Abstract: Political economy, as an important component of Marxist theory, has rich ideological and political content. However, in the past, due to limitations in teaching concepts and methods, its ideological and political functions were not fully utilized. This article analyzes the current situation and challenges of the integration of common prosperity and Marxist political economy, draws on Leibovitz's theory of demand primacy, proposes the R-E-D model, which is the linkage model of productivity production relations demand, and designs ideological and political teaching objectives and content, aiming to stimulate students' interest in learning, enhance their theoretical literacy, and achieve the goal of "three pronged education". This article aims to integrate the discourse of common prosperity into the ideological and political education of political economy courses, stimulate students' interest in learning, improve their theoretical literacy and ideological and political consciousness, and achieve the educational goal of "three pronged education".

Keywords: political economy; Common prosperity; Integration path; Course Ideology and Politics

1. INTRODUCTION

In May 2020, the Ministry of Education issued the "Guidelines for the Construction of Ideological and Political Education in Higher Education Curriculum", proposing that comprehensively promoting the construction of ideological and political education in curriculum is a strategic measure to implement the fundamental task of cultivating morality and talents. This points out that in addition to ideological and political theory courses, the teaching objectives of other courses in universities should not only impart knowledge and cultivate abilities, but also establish ideological and political goals, and play an important role in guiding students' political positions and values.[1] Marxist political economy is one of the three major theories of Marxist theory, and it itself has rich ideological and political content in the curriculum. However, as the course is positioned as a fundamental course in economics and management, the focus of teaching is not on ideological and political aspects, but rather on the reasoning and interpretation of economic theories. The teaching philosophy is outdated, and the

criticism of the capitalist system is simplified and pedagogical, resulting in insufficient appeal to students and low enthusiasm for learning.[2] Through model optimization and curriculum reform, this paper introduces the triangular relationship of productivity production relationship demand (R-E-D model), combines Marxist economic theory with China's economic policy and the socialist economic thought with Chinese characteristics in the new era, realizes the Chinese path to modernization of Marxist theory, makes the theoretical content glow with the vitality of the times, stimulates students' interest in learning, improves students' theoretical literacy, and achieves the educational goal of "educating people in three aspects".[3]

2. MECHANISM FOR INTEGRATING COMMON PROSPERITY INTO CURRICULUM IDEOLOGY AND POLITICS

There is still a lack of connection between the integration of common prosperity and classical Marxist political economy theory, which is also a difficult point for students to understand. It is necessary to analyze the production relations distribution wage labor. However, in the classic "Capital", Marx's analysis and explanation of theories such as "the need for capital growth", "productive labor of capital", and "surplus value" are very sufficient, but the analysis and explanation of wage labor are relatively weak.[4] Michael A & Lebowitz, a renowned left-wing scholar in the West and honorary professor at Simon Fraser University in Canada, provides a comprehensive criticism of the determinism of productive forces in his book "Beyond Capital: Marx's Political Economy of the Working Class". He advocates replacing it with the primacy of human needs and emphasizes the necessity for workers to unite with capitalists in class struggle. Regarding the primacy of human needs in Leibovitch, Miao, pointed out in her article that Leibovitch, from the perspective of workers, fully embodies the initiative and revolution of the working class, and to some extent awakens the missing class consciousness. Moreover, real wage labor not only includes wage workers during working hours from a capital perspective, but also includes wage workers during non working hours. These concepts indicate that

Leibovitz constructs a political economy about workers from a human perspective, a human scale, and the perspective of workers' development needs.[5] Yu ,elaborated in her article that in the political economy of capital, needs are treated as an abstract economic term, and individual workers are seen as carriers of special economic relations. In the political economy of the working class, human needs are the primary purpose of production, distribution, exchange, and consumption, and workers are engaged in economic activities and pursue their own development through economic activities.[6] Of course, the academic community has also criticized Leibovitch's theory of the primacy of needs. Tai &Li pointed out that Leibovitch's subjective research method deviates from Marx's materialist view of history, and relying on the initiative of the working class cannot escape utopian fantasies, with a strong reformist color. And Wang systematically criticized the flaws of Leibovitch's theory from the perspectives of the need for primacy and the collapse of capitalism.[7]

Although there are significant controversies and flaws in Leibovitch's research methods regarding the need for primacy and the fantasy of relying on the active alliance of the working class to achieve their political demands, it cannot be denied that his research is still worth considering from the perspective of employing workers the important role that workers play in the economic cycle, especially through the logical construction of production relations distribution needs. This elucidates the importance of common prosperity and its integration into classical Marxist political economy, forming a socialist economic theory with Chinese characteristics.[8]

3. DRAWING ON DEMAND VARIABLES TO IMPROVE THE THEORETICAL SYSTEM WITH CHINESE CHARACTERISTICS

3.1 Definition of needs and connotation of requirements

Leibovitch's understanding of needs highlights the subjectivity of research methods, therefore it is necessary to first clearly define needs and their connotations, correct and shift towards Marx's materialist view of history. Need is a broad and fundamental concept that refers to the desire or demand for something that people have in order to satisfy a certain physiological or psychological need. Needs are the premise and foundation of demand generation, but not all needs can be transformed into economic needs, as payment capacity also needs to be considered. Therefore, it is necessary to improve Leibovitch's needs determinism by incorporating the theory of common prosperity into the curriculum through the use of demand variables.

3.2 Mechanism of production relations reacting to productivity through demand

3.2.1 Logical connection between production relations and demand

The connection between production relations and

distribution. In a narrow sense, production relations refer to ownership, which is the economic relationship between people and the means of production in social production. It is the foundation of production relations, determining people's status and interrelationships in production, as well as the form of product distribution. In a society with public ownership of the means of production, the means of production are owned by society or collectives, and therefore products are also owned and distributed by society or collectives. In a society of private ownership of the means of production, the exploiting class, by virtue of their ownership of the means of production, acquires the fruits of labor created by the workers without working, while the working class is in a position of exploitation and gains little from their own labor.[9] Different forms of ownership will lead to different distribution methods. In a public ownership society, the distribution method is usually based on labor and follows the principle of distribution according to work. In a private ownership society, the distribution method is more influenced by market mechanisms and capital forces, often leading to the widening of the wealth gap. The relationship between allocation and demand. A reasonable distribution relationship can ensure that the basic living needs of members of society are met. For example, through initial allocation and redistribution mechanisms, the government can ensure that low-income groups receive necessary living security, such as minimum living allowance, unemployment insurance, etc., in order to meet their basic survival needs. With the development of the economy and the progress of society, the demands of members of society are constantly increasing.[10] A reasonable distribution relationship can motivate people to work hard, improve production efficiency, and thereby increase social wealth. These riches are used through distribution mechanisms to meet people's higher-level needs, such as education, healthcare, cultural entertainment, etc., thereby improving people's quality of life. The principle of fairness in distribution relationships is crucial for meeting the needs of members of society. When the distribution relationship reflects fairness, social members can feel the fairness and justice of society, thereby enhancing their sense of identity and belonging to society. This sense of identity and belonging helps to stimulate people's enthusiasm and creativity, further promoting social development and progress.

3.2.2 The connection between demand and productivity

Keynes' theory of diminishing marginal consumption was proposed by the British economist Keynes in his book "General Theory of Employment, Interest, and Money". This theory suggests that as income increases, although people will increase their consumption, the rate of consumption increase will be slower than the rate of income increase, that is, the marginal propensity to consume decreases. Keynes believed

that due to diminishing marginal propensity to consume, the rate of consumption growth cannot keep up with the rate of income growth, resulting in insufficient consumption. Meanwhile, due to factors such as diminishing marginal efficiency of capital and flow preferences, investment demand also appears insufficient. These two aspects work together to make the effective demand (i.e. total demand) of society lower than the level of demand required for full employment. Insufficient effective demand directly leads to unsold goods and overproduction, and enterprises face the risk of production cuts, shutdowns, and even bankruptcy, which in turn triggers economic crises.

From Keynes' analysis of the causes of economic crises, combined with his theory of diminishing marginal consumption, it can be seen that effective social demand constrains the development of productivity. An economic crisis is a crisis of relative overproduction, where the goods produced by society appear to be in surplus relative to the demand of the working people who have the ability to pay, that is, overcapacity.

3.3 Construction of R-E-D model and integration of ideological and political education for common prosperity

From the analysis above, it can be seen that through the logical relationship reasoning of the chain of

production relations ownership of means of production distribution demand, and combined with the application of Keynes' theory of diminishing marginal consumption in economic crises, production relations have achieved a constraining effect on the development of productive forces through demand. The emergence of this logical relationship is very helpful for students to effectively understand Marx's classic discourse in political economy, which states that the relations of production have a reciprocal effect on productive forces, and vividly solves the problem of overly textual descriptions. In addition, in order to facilitate students' understanding and memory of this logical relationship, the triangular relationship of productivity, production relations and demand is more visualized, and the theory of productivity, relationship and demand linkage relationship is summarized, which further rationalizes the integration of the relationship between the three and the important discourse of common prosperity, and realizes the Chinese path to modernization of traditional Marxist theory. According to each link, we look for a case that is suitable for the ideological and political teaching of political economy. The first letter of the three is RED, and the special significance of red for Chinese culture. Based on this theory, we design the "China Red" model, as shown in Figure 1.

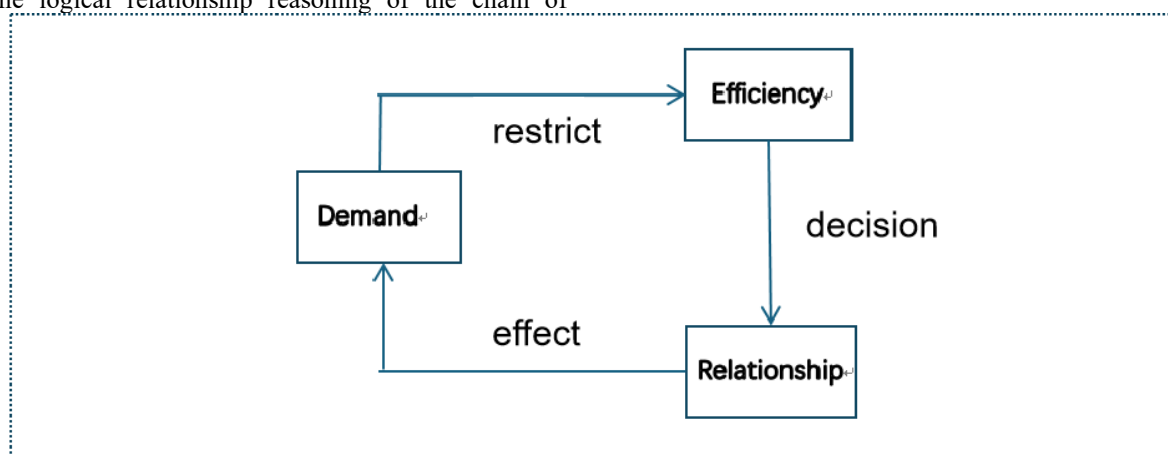


Figure 1 R-E-D Model

The advantage of this model is that, through the previous logical argument, students can prove by themselves that under the capitalist production relations, the limited distribution of capitalists and the post distribution of the working class will inevitably lead to the accumulation of wealth in the bourgeoisie, while the actual purchasing power of the working class continues to decline, and the effective demand of the society is insufficient. Finally, they cannot overcome the overproduction and lead to the capitalist economic crisis. To overcome the inevitable collapse of capitalism, according to Keynes' theory of diminishing marginal consumption, it is necessary to make the distribution of the entire society more balanced in order to maximize effective demand, and in a sense,

more balanced social distribution is the ultimate result of common prosperity.

4. CONSTRUCTION AND IMPROVEMENT OF THE PATH OF INTEGRATING THE 4 R-E-D MODEL WITH COMMON PROSPERITY IN POLITICAL ECONOMY

4.1 Design of integration with common prosperity content in political economy curriculum

To this end, based on the curriculum of political economy, the main content and key knowledge points of the political economy course are summarized, and the ideological values and elements contained therein are deeply explored. By introducing the R-E-D model, the mapping relationship between key content and ideological elements is constructed.

Production relations affect demand through distribution relations. Firstly, clearly define the concepts of "production relations", "distribution relations", and "demand". Production relations refer to the social relationships formed by people in the process of material production. They are the social form of the mode of production, including the ownership of the means of production, people's status and relationships in production, and the distribution of products. The distribution relationship refers to how social products are distributed to members of society, including initial distribution, redistribution, etc. Demand refers to the desire and ability of consumers to purchase a certain product or service within a certain period of time. The R-E-D model emphasizes the decisive role of the ownership form of the means of production in the distribution relationship. For example, in capitalist society, private ownership of the means of production leads to capitalists owning the majority of surplus value, and workers can only receive wages; In socialist society, public ownership of the means of production enables workers to participate in the distribution of the fruits of production; Explain how distribution relationships affect demand by influencing consumers' income levels, consumption structures, and consumption psychology. Select representative cases from both domestic and international sources for analysis, such as examining the impact of a country's distribution policies on the needs of its social members during different historical periods.

The bottleneck effect of demand on productivity. In economics, demand usually refers to the quantity of goods or services that consumers are willing and able to purchase within a certain period of time and at a certain price level. Productivity is the ability of humans to utilize nature, transform nature, and produce material resources, usually manifested as social productivity, that is, the ability of people to produce material resources. It is an aspect of the mode of production. Emphasizing that demand is one of the driving forces of production. The changes in market demand will guide enterprises to adjust their production direction, scale, and structure to adapt to market changes. Combining the R-E-D model to analyze how demand becomes a bottleneck for productivity development when there is insufficient demand or an unreasonable demand structure. For example, when market demand is saturated or consumers lose interest in certain products, the production of these products may be limited, resulting in the inability of related industries to fully utilize their productivity. Select historical or real-life cases, such as the automotive industry, electronics industry, etc., and analyze how demand affects the development of productivity during a specific period. For example, the rise of new energy vehicles has driven technological

innovation and capacity expansion in related industry chains; The saturation of the smartphone market has led to some manufacturers facing problems of overproduction and inventory backlog.

4.2 Evaluation and feedback of ideological and political education in political economy courses

The evaluation and feedback mechanism of ideological and political education in courses is closely centered around established teaching objectives and content, and is a key step in comprehensively measuring the effectiveness of ideological and political education in terms of knowledge transmission depth, ability cultivation breadth, and value shaping height. For the ideological and political evaluation of political economy courses, we should adhere to the concept of student development as the core, integrate process evaluation and summative assessment, balance personalized characteristics and standardized standards, focus on the evaluation of student learning outcomes, deeply explore the connotation of outcomes, pay attention to individual learning growth, and strive to drive continuous optimization and improvement of teaching quality through evaluation results.

To achieve this goal, we need to rely on our school's teaching evaluation system, creatively integrate ideological and political elements into the evaluation system, and construct a closed-loop comprehensive evaluation system for the effectiveness of ideological and political education in political economy courses, covering "establishment of evaluation standards - selection of evaluation methods - operation of evaluation mechanisms - evaluation reflection iteration". This system aims to accurately identify and correct deficiencies in the ideological and political education system through continuous self-examination.

5. CONCLUSION AND CONTINUOUS IMPROVEMENT

In teaching practice, through the comparison between the experimental group (classes 7-9, totaling 108 students) and the control group (classes 3-6, totaling 156 students) of the undergraduate finance class in the 21st grade, it can be clearly seen that the experimental group using the R-E-D model (i.e. the productivity production relations demand linkage model) performs better in the analysis of common prosperity related case problems. Specifically, the experimental group achieved a highest score of 0.98, a lowest score of 0.57, and an average score of 0.81, demonstrating a high overall level and a relatively balanced score distribution. The control group had a highest score of 0.95, a lowest score of 0.42, and an average score of 0.77. Although there were also high scores, both the lowest and average scores were lower than those of the experimental group, and the score distribution was more dispersed, as shown in Figure 2.

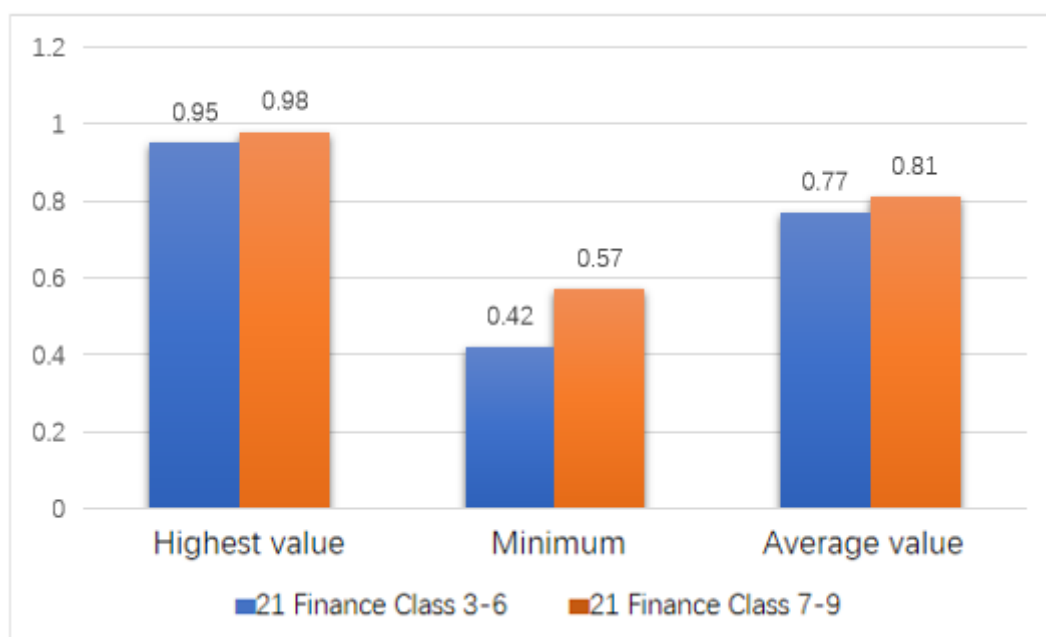


Figure 2 Completion of the value goal of common prosperity

In terms of future continuous renovation, the first step is to continuously strengthen the theoretical depth and breadth. Although the R-E-D model provides students with a clear framework, there is still a need to further deepen their understanding of the classic theories of Marxist political economy in practical applications, especially in elaborating on some complex concepts and principles. Extra curricular reading materials can be appropriately increased to guide students to read more relevant literature, broaden their horizons, and enhance their theoretical literacy. Optimize case selection, further screen and optimize cases to ensure their timeliness and representativeness, while emphasizing the close integration of cases with theoretical knowledge. Introduce more practical cases from both domestic and international sources to help students understand the experiences and lessons learned from different countries and regions in promoting common prosperity. Improve the evaluation system, further optimize the evaluation system for ideological and political education in courses, and ensure the objectivity and impartiality of the evaluation results. In addition to the case analysis questions in the final exam, it is also possible to consider introducing more evaluation methods, such as daily assignments, group discussions, oral presentations, etc., to comprehensively assess students' learning outcomes.

ACKNOWLEDGMENT

Zhejiang Provincial Education Science Planning Project "Research on the Application of Common Prosperity Discourse and the 'Chinese Red' Model in Ideological and Political Education in the Course of Political Economy" (2023GF052).

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