

# An Analysis on the Reform and Innovation Path of Research-based Teaching of Philosophy Major Courses—Taking Jaeggi's Critical Theory of Life Form as an Example

Xiaoru Ma

College of Political Science and Law, Baoji University of Arts and Sciences, Baoji 721013, Shaanxi, China

**Abstract:** *With the advent of the era of artificial intelligence, the traditional humanities are facing unprecedented challenges and impacts, especially philosophy as a strong foundation, without the characteristics of practical function, facing a particularly severe disciplinary development dilemma. This topic aims at the problems faced by the construction of philosophy professional courses in local colleges and universities, and focuses on the topic of Marxism for graduate professional courses Taking Jaeggi 's critical theory of life form as an example, this paper attempts to explore new teaching methods from daily professional teaching practice, fundamentally changing the traditional single teaching mode of basic philosophy theory courses, overcoming the mechanical rigidity of the binary teaching and research between teachers and students, so as to correct the poor interaction between teachers and students In particular, it has a good effect on stimulating students' initiative and originality of thought, and promotes students to enter the research track as soon as possible. In order to fundamentally form a philosophy academic community with clear boundaries, it provides research exploration experiments in philosophy teaching.*

**Keywords:** Philosophy major, Critical theory of life form, Teaching reform, Interactive subjectivity.

## 1. Introduction

With the advent of the era of high-tech artificial intelligence, the pace of our country's overall development continues to accelerate, especially the professional development of humanities in higher education has encountered unprecedented difficulties and challenges. The problems facing the construction of philosophy major in local universities are more serious. The most basic problem is "high eyes and low hands", and people's usual conceptual cognition, the formation of inertial positioning "theory and reality are disconnected" situation. Aiming at these problems, this project tries to explore new teaching methods from daily professional teaching practice, fundamentally change the traditional single teaching mode of basic philosophy theory courses, overcome its mechanical rigidity of duality between teachers and students and dichotomy of teaching and research, so as to correct the poor interaction effect between teachers and students. In particular, it is difficult to achieve the active and creative stimulation of thought that motivates students, and it is difficult for students to enter the research major track as soon as possible. In order to fundamentally form a philosophy professional academic community with clear boundaries, it is necessary to make full use of the classroom to carry out research exploration experiments. The thematic research on the reform and innovation of research-oriented teaching of philosophy major in this subject is not a general discussion.

This topic summarizes the exploration of the reform of the research-oriented teaching of the core course "The Study of Western Marxist Philosophy" for graduate students majoring in Marxist philosophy [1]. 10 As it is a semi-academic year with two periods per week, this course is set up to undertake the first semester of a professional course "History of Marxist Philosophy". This course focuses on the systematic, linear,

intellectual and cutting-edge theory, and has strong academic purpose for postgraduate research and research. On the basis of systematic learning of basic theories, "Special Topics on Foreign Marxism" focuses more on its academic frontier. More emphasis on the "new" and "deep" of the literature, that is, the selection of ideological characters in the text focuses on the "new", and the thematic discussion and teaching are not necessarily comprehensive topics of characters' thoughts, but they focus on in-depth discussion and interpretation of some texts [2].

## 2. Argumentation

### 2.1 The Basic Process of Research-based Teaching Reform Experiment

(1) Division of labor and organization of study tasks and requirements before class. General explanation of introduction to professional courses teachers. Introduction: "Against 'ethical moderation'", first, highly generalizes critical theory as a form of life; Defending my bottom line Challenges the position that advocates "moderation" for various reasons; Outline my approach, and provide an overview of the further argumentation process. Four aspects of the interpretation: First, as a form of life criticism of life means what? As a cultural formalized form of life, criticism as a form of life, as an communicator of the question of life form, as a framework of reflection and action. Second, should we criticize the form of life? The pros and cons of "moral moderation." Rawls: Free neutrality and reasonable disagreement [3]; Habermas: Ethical moderation; Unavoidable ethical conundrums; The ethical characteristics of the moral-ethical distinction; Critical models of existential self-understanding [4]. Third, what to do? Not a police problem: Change instead of prohibition. Assessment of life forms, democracy and philosophy, dynamic conflict; Fourth,

the rationality of life form: the reassessment of the problem. Through the systematic and exemplary interpretation of the text, the students have an overall macroscopic grasp and understanding of Jaeggi 's critical theory of life forms, so as to successfully guide the students to actively participate in the study and discussion.

(2) The class begins with teacher guidance and introductory explanation. Ten students will do the study report of each

chapter for 30 minutes each, and the teacher and other students will analyze and supplement and ask extended questions. It is divided into ten chapters and bilingual sign interpretation is adopted. Chapter One, What is the Form of Life? The concept and problem of life form; Persistence, depth, breadth. This chapter makes an analysis and interpretation of the concept, and its remarkable feature is that it is directly bilingual and systematic, which is conducive to students' own understanding (Table 1).

**Table 1:** This drawing is a reference to Chapter 6

	purpose	Basis of criticism	characteristic	Canonical validity	The Role of Theory
External criticism	Extrinsic (constructed - universal or extrinsic - specific)	Extrinsic (constructed - universal or extrinsic - specific)	constructive	Universality (in the case of Constructive criticism)	As a normative theory of "judgment"
Internal criticism	Internal: Shared values/norms and beliefs	The contradiction between the inner ideal and the reality	Reconstruction	Internally and partially similar	nothing
Intrinsic criticism	Internal: Norms embedded in social practice	The connection within the "dialectical" contradiction, the crisis	Capable of reform	Rational norms are shown in the form of intrinsic proof	The necessity of analyzing and arguing contradictions in a crisis situation

Finally, Chapter 7, 8, 9 and 10 respectively make the learning process, crisis change, problem solving and so on the theory to practice in the specific application of the realization process. It will be omitted here due to space constraints.

### 3. Discussion

Free discussion in groups, the teacher summarized and summarized the outline of Jaeggi R's thought, and analyzed the characteristics of the thought, value, enlightenment and researchability. At the same time, the students were guided to analyze the general trend of contemporary philosophy from the macro perspective of Marxist theory. The students discussed Jaeggi 's concept of social practice from multiple angles around the traditional concept of practice, especially Marx's concept of practice, objectively evaluated the originality of his thought and the difference between him and Marx's concept of practice, and pointed out that he was a representative of the fourth generation Frankfurt School. The critical orientation of his thought is dulled and cynical. Thus, we can better understand and re-explain the theoretical vitality of Marxist practice view. In addition, combined with the advent of the era of acceleration of reality, Jaeggi 's criticism of life form theory is undoubtedly a forward-looking theoretical observation on behalf of the theory's critical interpretation of the real life world and value guidance [5].

Homework. Each student is required to write a small paper of not less than 3,000 words according to his/her own study and research interests and direction, and the format is in accordance with the requirements of the graduate thesis of the school. The purpose is to cultivate the consciousness of writing thinking and exercise the ability of writing organization and expression. The most important thing is the sense of personalized diversity of scientific research. According to the completion of the small course papers submitted by students, the results are good, which not only stimulates everyone's academic interest, but also exercises the cultivation of scientific research ability and literacy, which is worthy of continuous promotion and deepening in the teaching practice of graduate professional training.

### 4. Summary

The characteristics of this case teaching reform practice can be summarized as follows: First, the teaching content and subject matter are academic frontier. Secondly, the open bilingual interactivity of the language forms used in teaching; Third, teach the pluralism of the subject. The intersubjectivity dynamically generates the subject. The results and value of this teaching experiment.

The first hidden result is that it has well cultivated students' interest and ability in studying cutting-edge texts of professional foreign literature. As it is my graduate teaching and research reform project, We found the core English literature of Jaeggi through the Internet "Jaeggi R. Critique of forms of life[M]//Critique of Forms of Life. Harvard University Press, 2018. "We actively study in advance, cooperate and discuss freely. Through 20 class hours of classroom teachers and students collective participation in interactive discussion, individual thematic explanation, students have a good philosophical frontier discussion and foreign language reading ability exercise and improvement. The explicit result is the formation of a number of exploratory small papers, after later revision and improvement to reach the level of public publication. Promote teachers to complete the College Teaching reform project Baoji College of Arts and Sciences 15th batch of university-level postgraduate teaching reform project: Research on the Reform of Philosophy Major in local universities (YJ20JGYB10). Produce a two-way result conversion effect: academic papers with the same theoretical name are published; In practice, it has positive reference significance for the similar teaching of other subjects. At the same time, the specific text interpretation of Jaeggi provides a good material basis for further in-depth study of Jaeggi. It is of great inspiration and traction for teachers and students to grasp the frontier issues of western Marxist philosophy.

### Fund Project

The 15th batch of research project of postgraduate teaching reform in Baoji University of Arts and Sciences: research-oriented teaching reform of philosophy major in local universities (YJ20JGYB10).

### References

- [1] YI Junqing, Introduction to Western Marxism [M]. Peking University Press,2023.
- [2] Zhang Liang, Zhaoli, History, Current Situation and Prospect of Marxism Studies Abroad -- Interview with Professor Zhang Liang, Doctoral Supervisor of Department of Philosophy, Nanjing University, Social Scientist [J], 2019 (12) :3-7.
- [3] John Rawls, "Justice as Fairness: Political not Metaphysical," in Collected Papers, ed. Samuel Freeman. Cambridge, MA: Harvard University Press, 1999, 412–413.
- [4] Jürgen Habermas, "Morality, Society, and Ethics: An Interview with Torben Hviid Nielsen," in Justification and Application: Remarks on Discourse Ethics, trans. Ciaran Cronin. Cambridge, MA: MIT Press, 1993, 150.
- [5] Jaeggi R, Critique of forms of life[M]. Harvard University Press, 2018.