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中美军队思想教育比较研究

A COMPARATIVE STUDY OF THE IDEOLOGICAL EDUCATION OF PLA AND THE US ARMY

吴志忠 著

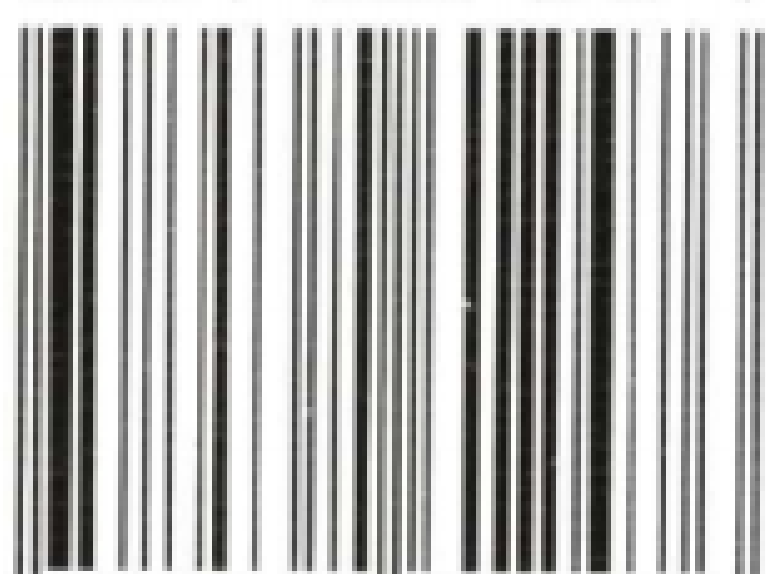


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出版说明

1997年7月,中国诞生了首批军事学博士。为了繁荣军事科学研究,扶植学术新生力量,我社特设立《中国军事学博士文库》,有选择地陆续出版军事学博士的学位论文。

在新的历史时期,中国人民解放军肩负着为改革开放和社会主义现代化建设提供坚强有力的安全保证的重任。这一重任召唤高素质的军事人才,召唤更多更好的军事科学理论研究成果。在我军革命化、现代化、正规化建设的伟大实践中,用马克思主义理论作指导,加强军事科学研究,探索、发展军事理论,具有特别重要的意义。

军事学博士是我国军事教育的最高学位。军事学博士学位的获得者,一般具有广博的基础知识和较高的理论造诣,还有基层实际工作经验。他们以马克思列宁主义、毛泽东思想、邓小平理论作指导,紧密结合国防和军队建设实际,对军事科学某一领域的学术前沿问题进行深入探讨,其学位论文达到了较高的学术水平,具有重要的学术价值和实用价值。

我们希望广大军事科学理论研究者,通过自己辛勤的劳动,写出更多更好的军事学术著作。我社愿意竭诚做好服务工作,努力推出一批军事学术精品,为繁荣我军学术研究贡献力量。

内 容 提 要

本文对中美军队思想教育作了系统的分析比较。全文主要内容分三部分：基础比较、主体比较、结论与启示。第一部分，对中美军队思想教育传统文化基础和性质作了同异分析。第二部分，对中美军队思想教育地位作用、内容、体制和方式方法进行了同异比较。第三部分，综述了中美军队思想教育比较的结论和启示。全文的主要创新有：首次分析比较了中美传统文化价值取向的差异对各自军队思想教育的影响；全面分析比较了中美军队思想教育的政治属性、军事属性和文化属性；深刻阐述并分析了中美军队思想教育组织结构特点及其异同；首次提出并论证了中美军队思想教育方式方法差异主要体现在六个方面的侧重点不同；从比较的角度，在性质、组织、传统和实践几个层面上深刻揭示了我军思想教育特有优势；讨论了我军“精神奖励为主”的思想教育原则，认为激励、奖励工作必须动态地、科学地把握物质利益和精神利益相结合的度。此外，还提出了中美军队思想教育作用机理的差异主要在于对人的各意识层次着力点不同，中美军队思想教育内容配置具有相似性和规律性等等新观点。

ABSTRACT

A comparison in the ideological education between PLA and the US army is a new subject in the political and ideological education study. The paper makes a systematic comparison between PLA and the US army in their ideological education. The paper has three main parts. In the first part, the author has analyzed the similarities and differences between China and the US in their traditional cultural basis of ideological education, as well as in their natures of ideological education. In the second part, the author has compared PLA with the US army in the main elements of ideological education, such as its position, function, content, structural system, ways and means. In the third part, the author has drawn the conclusion and inspiration from the comparison.

The ideological educations both in PLA and the US army concern the respective traditional culture. Taking servicemen as the first in the PLA's ideological education means taking the servicemen collectively as the first, and taking the servicemen as the first in the US army's

ideological education means taking the individual serviceman as the first. The PLA's ideological education emphasizes the human relations, and the US army's ideological education emphasizes rules and regulations. The PLA's ideological education features the inculcation of the idea of active defense, and the US army's ideological education features the inculcation of offensive idea.

The army ideological educations both in PLA and the US army have political, military and cultural natures. In the military and cultural natures, the PLA's ideological education has more similarities with the US army's, because that there are general laws in war and army construction. In the political nature, the PLA's ideological education has more differences from the US army's because that the army ideological education is always serving for a certain class. The PLA's ideological education attaches more importance to the political function of ideological education, and the US army's ideological education attaches more importance to the military and cultural function of ideological education.

The army ideological education both in PLA and the US army considers the ideological education a basis in the army construction; attaches importance to the function of controlling army; to the function of uniting army, civil

men and country; to the function of providing motive forces for the generation of high combat effectiveness. The PLA's ideological education has different position, effects and functional mechanism from those in the US army ideological education.

The contents of ideological education both in PLA and the US army are with characteristic of centralization. According to the degree of importance of contents to war and nature of army, political education is centered in contents, and the other educations such as education of national sense, ethic education, army traditional education, education of just war, law education, art education, psychological education, education on current affairs are placed around the political education. Each education has its own function. All the education permeate and benefit each other. The PLA's ideological education attaches importance to the theoretical education, and the US army's ideological education attaches importance to the popularities for its contents. The contents of PLA's ideological education reflect the politics of the Chinese Communist Party directly, and the contents of US army's ideological education reflect the politics of party in power indirectly. The PLA's ideological education attaches more importance to the truth in its contents, and the US army's ideological

education possesses some fictitiousness in its contents.

The characteristics of structural system of ideological education in both armies and their differences have been studied. The structural system of ideological education in both armies are established by the national political system, the contents of ideological education and the respective army development process, therefore, the structural system of army ideological education is of flexibility, stability, and inevitability. There are a higher degree, bigger structure, and more educators in the structure of the PLA's ideological education, and there are lower degree, smaller structure and less educators in the structure of the US army's ideological education. The structural system of ideological education in PLA is composed of specialized units, and the structural system of ideological education in the US army is composed of composite units. The educators engaged in PLA's ideological education feature a higher political quality, and the educators engaged in the US army's ideological education feature the higher scientific and cultural knowledge.

The ways and means of PLA's ideological education are different in six aspects from those of the US army. The PLA's ideological education attaches more importance to the direct education, and the US army's

ideological education attaches more importance to the indirect education. The PLA's ideological education attaches more importance to spiritual encouragement and rewards, and the US army's ideological education attaches more importance to material encouragement and rewards towards the servicemen. The PLA's ideological education attaches more importance to the education within the army, and the US army's ideological education attaches more importance to the education within the whole society. The PLA's ideological education attaches more importance to the traditional ways and means in ideological education, and the US army's ideological education attaches more importance to the modern ways and means. The PLA's ideological education attaches more importance to the ideological guide, and the US army ideological education attaches more importance to the psychological training. The PLA's ideological education attaches more importance to " the soft education " by enlightening servicemen, and the US army's ideological education attaches more importance to " the hard education " by enforcing laws and disciplines.

Some conclusions and inspirations have been drawn;

Firstly, the PLA's ideological education possesses some advantages that shouldn't be improperly belittled by us.

Secondly, it is the only way to improve the cost — effect in ideological education by educating the servicemen scientifically and practically. The position and function of ideological education should be estimated scientifically; the purpose of ideological education should be determined dialectically and comprehensively; the contents of ideological education should be set up practically and concretely; the ways and means of ideological education should be used flexibly. Thirdly, the inevitable trend in the development of ideological education will be the generation of overall model of ideological education. The servicemen should be considered the most important, and their comprehensive quality should be improved; the ideological education should be more knowledge — oriented; the permeable mechanism for ideological education should be established; comprehensive effective field should be built.

Fourthly, the control over the international public opinion is the new problem for army ideological education to face up to. The control over the international public opinion is the inevitable result of information world — wide spreading and economic globalization. The PLA should pay more attention to the study of international public opinion, and try to find out the characteristics and regularities that the international opinion affects the

servicemen. The international public opinion should be taken as the important contents in ideological education. The international public opinion on an emergent incident should be supervised and controlled. The education of international public opinion should be taken into the Regulations Regarding Political Work of PLA.

Fifthly, balancing material benefits and spiritual benefits scientifically is the frequent task in the ideological education. Guiding servicemen's way of thinking by using their interests should take the good practical effect as its standard. In the work of encouragements and rewards towards servicemen, material benefits and spiritual benefits should be balanced scientifically.

Lastly, drawing lessons and absorbing experiences from other armies all over the world in the international exchange is an important way for ideological education innovation. Drawing lessons and absorbing experiences from other armies all over the world is the international trends in the information society. International exchange in army ideological education is beneficial to the understanding of ideological education law. Drawing lessons and absorbing experiences from other armies all over the world is the objective requirement for the PLA's ideological education. Drawing lessons and absorbing

experiences from other armies all over the world need active and safe, keeping a foothold on existing reality, and keeping our eyes on the reform and innovation in army ideological education.

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