

The Generation Mechanism of Relational Rules Consciousness Under the Concept of Shared Development

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Abstract: Sharing is one of the new development concepts of socialism with Chinese characteristics. Under the concept of shared development, China has developed its economy and society towards the basic trend of a shared civilization. The core of sharing lies in the relationship of symbiosis, coexistence and common development. Sharing is not only the sharing of individuals in public space, but also the sharing of individuals in public resources. Sharing with common attributes becomes sharing in the relationship between individuals. The consciousness of relationship rules is connected with the concept of shared development. Although relational rules consciousness has attracted the attention of Chinese academic circles, it has rarely been analyzed on its generation mechanism. Based on theoretical analysis of educational philosophy and consciousness psychology, it is found that relational rules consciousness generated under the concept of shared development involves three aspects, *i.e.* condition, process and promotion mechanisms. In the conditional mechanism, public resources, public sphere and intersubjectivity are the basic conditions for the generation of relational rules consciousness. In the process mechanism, the cognition, concept and behavior of relational rules are the process elements for the generation. In the promotion mechanism, the drive of internal needs and the constraints of external systems play a role in promoting the generation. The generation mechanism of relationship rules consciousness provides a theoretical explanation for understanding the generation of individual relationship rules consciousness, and has become an important knowledge to guide teenagers' relationship rules consciousness education.

Keywords: Concept of Shared Development, Relational Rules Consciousness, Condition Mechanism, Process Mechanism, Driving Mechanism

1. Introduction

On October 29, 2015, Xi Jinping put forward five development concepts of "innovation, coordination, green, openness and sharing". Among the five development concepts, innovative development is the driving force, coordinated development is the method, green development is the direction, open development is the strategy, and shared development is the destination. The five development concepts take sharing as the starting point and foothold of development. It has become an ideal state for China's economic and social development. Shared bicycles, shared umbrellas, shared electric vehicles, shared power banks treasures, shared washing machines and other current social scenarios suggest that the cultural characteristic of sharing has been increasingly obvious in China's economic and social

development. Sharing is a relationship of symbiosis, coexistence and co-development between people and between people and nature. [1] The connotation of sharing that is oriented to the relationship of symbiosis, coexistence and co-development shows that shared development cannot be separated from the support of the relationship rule system. "The realistic shared world to be built by human beings requires material foundation, technical support, sustainable creativity, and more importantly, the foundation of human nature and human virtue." [2] Building a modern society with shared development and shared civilization is bound to rely on individuals who obey relational rules. Sharing is one of the new development concepts of socialism with Chinese characteristics. Under the concept of shared development, relational rules consciousness has attracted the attention of Chinese academic circles. Using the basic theory of

educational philosophy and consciousness psychology, this study aims to reveal the generation mechanism of relational rules consciousness under the concept of shared development, and to provide theoretical reference and practical countermeasures for the education of relational rules consciousness among adolescents.

2. Literature Review

Since the Swedish scholar Robert Thornberg formally proposed the concept of “relational rules” [3], adolescents’ relational rules consciousness has gradually become an important topic in pedagogy research. Since relational rules consciousness is an important dimension of rules consciousness, literatures to be reviewed should be traced back to the academic history of rules consciousness research. Psychological research on rules consciousness started early. From the perspective of psychology, rules consciousness refers to the cognition, respect and identification of rules gradually established by individuals in practice. For example, Lawrence Kohlberg *et al.* analyzed the rules and characteristics of children’s compliance with rules. [4] Since the 1980s, many developmental psychologists who researched the domain-specific theory have proposed that children’s cognition of social rules is characterized by defined and distinct domains. [5] From the philosophical perspective, “the consciousness of rules is the product of social material life exchanges, as the external manifestation of people’s rational spirit as well as the inner requirements of people’s rational life”. [6] Cultivating the consciousness of rules is to enable the behavior subjects to form a consciousness of following the rules as the reason and motivation for action. The representative research results include Jürgen Habermas’s theory of communication rules, F. A. von Hayek’s theory of order rules, Douglass North’s theory of game rules, *etc.* Targeting the “application trend” and “practice orientation” of researches on rules consciousness, some scholars have conducted basic research on rules consciousness at the levels of meta-theory, meta-criticism, and meta-reflection. [7] Compared with those in the fields of psychology and philosophy, the research results of relational rules consciousness are much richer in pedagogy. In the field, theoretical research and empirical investigation have kept pace with each other.

At the level of theoretical research, analysis based on the relationship between rules consciousness and civic consciousness suggests that rules consciousness is “the most basic or core element of civic consciousness, as well as the objective requirement and precondition for the construction of the law order”; [8] rules consciousness is “the one involving citizens’ cognitive consciousness, willing identification, and behavioral practice of rules” [9]; “it can be divided into three kinds of consciousness, *i.e.* rules rights, rules procedures, and rules participation” [10]; “enhancing the national consciousness of rules is of great significance to social harmony and stability, promoting the development of productive forces, and realizing human freedom” [11].

According to the analysis on the relationship between rules consciousness and moral education, it is found that “the moral rule system is an important part of the moral education system” [12], and “moral rule education is the education of moral bottom line orientation” [13]. For example, “education of rules consciousness is an important content of and runs through the moral education in primary schools, with the subject contents concerning safety consciousness education, discipline consciousness education, order consciousness education, environmental protection consciousness education, legal consciousness education” [14]. Based on the research methodology of ethnography, Robert Thornberg formally proposed the “relational rules” in the classification theory of school rules, and divided the relational rules into two categories -- advocacy and prohibition.

At the level of empirical research, the development of students’ rules consciousness in primary and secondary schools has become the focus of attention. Some believe that rules consciousness is the cornerstone of the legal education of contemporary college students, but the vacancy of rules consciousness among college students has been increasingly significant. [15] It is proposed in some studies that education of rules consciousness in primary and secondary schools are often accompanied by the problems such as insufficient school leadership, relatively fewer theme activities, insufficient combination with classroom teaching, weak campus cultural atmosphere, and a few independent practice activities of students. It has been found that children of 3-5 YO have significantly developed their social rules consciousness, but there are significant differences and age effects among different ethnic countries. [16] It should be specially pointed out that Xin Zhiyong *et al.* discussed the development status of middle school students’ relational rules consciousness from four dimensions (incl. anti-bullying, status equality, politeness, and ego boundary) with the questionnaire survey. [17]

In general, the existing studies have meaningfully explored rules consciousness and relational rules consciousness, defined the basic connotation of relational rules consciousness, discussed the development characteristics of relational rules consciousness in adolescents, and proposed relevant educational suggestions adolescents. However, what conditions support relational rules consciousness? What is the formation process like? What factors would affect it? Such basic theoretical problems have been rarely explored. In a word, the generation mechanism of relational rules consciousness is an important topic worthy of discussion.

3. Condition Mechanism

G. W. F. Hegel believes that everything that exists conforms to nature, being naturally actual existence. The existence of relational rules consciousness certainly conforms to nature, and there is a reason for its existence. Relational rules consciousness is not generated in a vacuum, but generated with the support of basic conditions. The basic conditions are the source for the generation of relational rules as well as the carrier for the generation of relational rules consciousness.

3.1. Public Resources

Shared development is the basic way of existence in human society. Human beings share public resources for living and development. Public resources are divided into two forms, natural resources and social resources. Born on the earth, human beings have shared natural resources such as air, sunlight, land, mountains, rivers, seas, *etc.*, with which we create human society and civilization. Along with the development of human civilization, human beings also share social resources such as technology, knowledge, organization, transportation, communication, social relations, and public services, thus maintaining the prosperity and progress of human society. Of course, the statement that humans share common resources is made in a broad sense. In a relative sense, it is due to the important value of public resources, both natural and social resources, for human development that there are endless struggles and plunders among people. Thomas Hobbes proposed in *Leviathan* that in the state of nature, people fight for their own interests, showing a state of war in which all people oppose all people, but for fear of death, people must seek and maintain peace, and make contracts with each other under rational guidance. Relational rules are the expression of universal rules that people share public resources rationally, while relational rules consciousness is the rational spirit of seeking and maintaining peace when sharing public resources. In other words, the peaceful sharing of public resources hastens the parturition and establishment of relational rules. However, relational rules need to be observed, and it in turn leads to the generation of individual relational rules consciousness. No matter how relational rules consciousness is generated, actively or passively, under the concept of shared development, public resources become an important basic condition for the generation of relational rules consciousness.

3.2. Public Sphere

Shared development is not abstract, but takes space as the carrier. The space refers to the place where sharing is realized, and it is an action space for equal dialogue, co-construction and sharing, and peaceful coexistence of human beings. Shared development exists in both private and public spheres. Private sphere is the private realm of human beings and individuals, while public sphere is the public realm of people as a group. Literally, both Jürgen Habermas and Hannah Arendt specially discussed the “public sphere”. They understand the public sphere as “outside of political power, a space where citizens to freely discuss affairs and participate in politics, which is the basic condition of democratic politics”. From this point of view, the most critical meaning of the public sphere is public communication and opinions independent of political construction. However, the public sphere under shared development, instead of being an activity space with bright political colors, is a behavior space that can be seen, touched and experienced. In a private sphere, although individuals share public resources, they are the legitimate occupiers of the space, manage their emotions,

preferences and interests there. In this case, relational rules are useless, and relational rules consciousness is valueless. In public sphere, individuals share public resources, but they are only common users of the space, and they only share the space in the collective, rather than occupying it individually. Since the public sphere under the concept of shared development belongs to the people groups, maintaining a good order in the public sphere requires both the constraints of external relational rules, and the support of internal relational rules consciousness. and individuals’ relational rules consciousness is generated inevitably. Rather than saying that relational rules consciousness maintains the good operation of public sphere, it is better to say that the natural operation of public sphere nurtures the generation of relational rules consciousness.

3.3. Intersubjectivity

Shared development faces extensive and universal main objects, and mainly points to the relationship of symbiosis, coexistence and co-development between people. Shared development is not specific to one person, but is for everyone in general. The relationship between subjects has become an important feature of the shared development concept. In this sense, the concept of shared development is linked with relational rules consciousness. “Without intersubjectivity, the legitimacy of rules cannot be determined. Without intersubjectivity, rules consciousness cannot be formed.” [18] In other words, without intersubjectivity, there will be no inter-subjective equal dialogue and public exchanges, and individuals cannot generate relational rules consciousness. Intersubjectivity has become a necessary condition for the generation of relational rules consciousness under the concept of shared development. The saying is because that without intersubjectivity, there is no way of knowing whether someone is following a rule, a relational rule. Ludwig Wittgenstein famously argued in *Philosophical Investigations* that one cannot obey the rules alone. “This was our paradox: no course of action could be determined by a rule, because any course of action can be made out to accord with the rule.” [19] In Ludwig Wittgenstein’s view, the identity of rules depends on the validity of intersubjectivity, and “rule-following” cannot be separated from intersubjectivity. In this sense, intersubjectivity is a necessary condition for the generation of relational rules consciousness.

4. Process Mechanism

Consciousness is to know something, and the process of consciousness is the process of understanding, which is a synthesis of perception and thinking-involved cognition activities. [20] Consciousness generation is the process of the occurrence, development and representation of human consciousness activities. In virtue of sensation, perception, memory, recall, *etc.*, human consciousness exists in the form of ideas within the mind, and manifests itself in explicit behavior outside the mind. Relational rules consciousness is firstly a subject’s cognition of relational rules, and then the relational rules content of psychological activities is

reproduced in the form of concepts, and then the concepts of relational rules are transformed into observable behaviors of relational rules. Relational rule cognition, conception and behavior become the three stages of the process mechanism for the generation of relational rules consciousness.

4.1. Cognition of Relational Rules

Consciousness is the function of the human brain, and the human brain is the organ of consciousness. Human brain carries out conscious activities by transmitting and processing information, through which consciousness becomes people's knowledge of external objects. Consciousness is to realize knowledge. In the process of generating relational rules consciousness, the human brain's transmission and processing of external relationship rule information is the first stage of the generation process of relational rules consciousness. The human brain's transmission and processing of relational rules information is centrally represented as people's cognition of relational rules. It is a person's basic understanding of relational rules, including those maintaining the real world and the principles and norms for the practice. In public communication, relational rules define the moral requirements of "what to do" and "how to do it" in the relationship between oneself and others. One of the prerequisites for an individual to generate relational rules consciousness is to understand the "what to do" and "how to do" in the relationship between himself/herself and the other. If a person knows nothing about relational rules, does not understand them, and is not aware of how to abide by them, then he/she does not understand the meaning of "what to do" and "how to do", let alone actions in accordance with the moral requirements of the relational rules. Therefore, without a basic understanding of relational rules, individuals will not form relational rules consciousness. In real life, we occasionally encounter pictures of good intentions gone awry. In many cases, such pictures are the result of the failure in understanding relational rules.

4.2. Conception of Relational Rules

Consciousness is the human brain's recognition and reflection of external objects, which indicates that the content of consciousness is not inherent in the human brain itself. However, consciousness, a subjective reflection of external things, is subjective in form. Due to the functions and attributes of consciousness, human brain can reflect external objects, leading to conceptual images of external objects. Besides, only in the process of a human brain reflecting external objects and creating the conceptual images of external objects, can the human brain have the functions and attributes of consciousness to be realized, represented and confirmed. In the process of generating relational rules consciousness, the human brain's conceptual image of external relational rule information is the second stage. Relational rules consciousness is the unity of opposites between the form of internal ideas and the content of external reality in the human mind. Relational rules consciousness is not only the basic understanding of relational rules, but also

the conceptual images formed by human beings for relational rules. If there is only relational rules cognition without conception, there will be no generation of relational rules consciousness. In other words, if an individual has no conception of relational rules, even if he/she has a comprehensive and in-depth cognition of relational rules, he/she will not form a relational rules consciousness. The formation of relational rules conception means that people need to understand what relational rules are, and to recognize the relational rules, realize their correctness, and internalize them as their own moral needs, so that they can practice "what to do" and "how to do" in the communication themselves and others. The conception of relational rules makes people's behaviors become real conscious behaviors, and ensures that correct rules are chosen in public relations.

4.3. Behavior of Relational Rules

Consciousness guides and accompanies practical behavior, and becomes the conceptual aspect of human's purposeful practical activities. People's social practice activities are conscious rather than unconscious. People with their own consciousness practice behaviors under the traction of consciousness to meet their own and social needs, and to promote the development of real life. The conceptual images formed in human consciousness becomes external objects in reality, that is, the conception formed in the human consciousness becomes a real thing. In the process of generating relational rules consciousness, people turn the conceptual images of external relational rule information into actual behaviors, which is the third stage of the process. Behaviors of relational rules are those of "what to do" and "how to do" in the relationship between oneself and others under the domination of relational rules system and relational rules conception. Behaviors of relational rules are the external concrete manifestation of people's cognition and conception of relational rules, and have become an important symbol to measure the generation of personal relational rules consciousness. "The unity of knowing and doing" ("知行合一" in Chinese) is an important category of traditional Chinese philosophy. It is believed by ancient Chinese philosophers that people's external behavior is dominated by internal consciousness, and only those who are sincerely inclined to goodness, that is, those who understand goodness, can spontaneously practice good behaviors. The combination of the cognition, conception and behaviors of relational rules becomes the final embodiment of the process mechanism for the generation of relational rules consciousness.

5. Promotion Mechanism

The condition mechanism provides the ontological foundation for the generation of relational rules consciousness. The process mechanism provides phased goals for the generation of relational rules consciousness. However, relational rules consciousness will not be completely automatically generated, and it is gradually realized and developed under the catalysis of internal and external factors.

This reflects the promotion mechanism for the generation of relational rules consciousness.

5.1. Internal Needs

The concept of shared development shows the significant value of relational rules. Relational rules refer to the social rules about what individuals should do and how to do in their relationships with others. Through the cognition and understanding of relational rules, individuals can know what can be done, what should be done, what cannot be done, and what should not be done in their public communication with others. Therefore, relational rules consciousness originates from the individual's internal needs and is a manifestation of the individual's rational ability. The internal needs of individuals drive the generation and development of relational rules consciousness, which has become a major factor in promoting the generation. In the promotion mechanism for the generation of relational rules consciousness, the drive of internal need is a fundamental factor. The reason for this is that if an individual has neither the interest and motivation to learn the relational rules, nor the willingness and ability to practice the relational rules, the generation of the relational rules consciousness would be just like an illusion. Under the concept of shared development, relational rules provide moral requirements for individual actions for the symbiosis, coexistence and co-development relationship of human beings. However, relational rules are external and public, while relational rules consciousness is internal and personal. Without arousing the internal needs of individuals, it must be difficult to generate relational rules consciousness. The dialectical principle of internal and external causes of Marxism shows that the internal contradiction of things is the source and driving force for the development and change of the things, while external contradictions are the second cause. Internal causes are the basis for the development and change of things, yet external causes are the condition, and they act through internal causes. Therefore, the drive of people's internal needs has become the fundamental factor of the promotion mechanism for the generation of relational rules consciousness.

5.2. External System

The concept of shared development requires the support of relational rules system, as well as people who practice the relational rules. People who practice relational rules are people with relational rules consciousness. In the promotion mechanism for the generation of relational rules consciousness, if people's internal needs are the internal factors for the existence and development of relational rules consciousness, then the external system is the external factor. In an internal sense, individuals need relational rules consciousness, but it does not mean that relational rules consciousness can be automatically generated and developed. Internal needs and the generation of consciousness are entirely different matters. The real world that people face is a complex environment, with both the temptation of satisfying self-interests and the intentional interference from others. As the evil exists say, human nature is

evil, and the goodness shown in the world is the product of self-restraint by external factors such as school education and social system. Without the constraints of external systems to curb the evil of human nature, and to specify what individuals should "do" and "how to do" in their relationships with others, it is difficult to generate relational rules consciousness. Therefore, the generation of relational rules consciousness requires the constraints of external systems. "The existence and development of personal virtue is premised on institutional virtue, which guides the formation of personal virtue. Institutional virtue takes precedence over personal virtue." [21] The existence and development of relational rules consciousness is based on the premise of internal systems, which constrain people's evil behaviors and ideas, and guide the generation of relational rules consciousness.

6. Conclusion

Under the concept of shared development, the value of relational rules has become increasingly prominent, and the education of relational rules consciousness has attracted increasingly more attention. In the educational research on relational rules consciousness, its generating mechanism is a basic theoretical problem. Based on educational philosophy and consciousness psychology, this research explores the condition, process and promotion mechanisms for the generation of relational rules consciousness under the concept of shared development. It is concluded that public resources, public sphere and intersubjectivity are the three elements of the conditions for the generation; the cognition, conception and behaviors of relational rules are the three stages of the generation process; the drive of internal needs and the constraints of external systems play a role in promoting the generation. The generation mechanism of relationship rule consciousness provides a theoretical explanation for understanding the generation of individual relationship rules consciousness. However, the generation of individual relationship rules consciousness should not stay at the theoretical level, but should be verified in practice. Therefore, in the future research, how to strengthen the consciousness education of teenagers' relationship rules in school education has become an important research topic.

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