

Research on Ideological and Political Education Discourse in College in We-media Environment

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Abstract. This paper tries to discuss the opportunities, challenges and strategies of ideological and political education discourse under the We-media environment. We-media has expanded new space of ideological and political education discourse in colleges and universities, created a new paradigm of discourse communication, whereas facing prominent problems such as discourse power transfer and weak control. The mainstream ideology and values have been hit by an unprecedented impact, and the traditional ideological and political education discourse has become increasingly declined. In the new field of We-media, in order to better demonstrate its effect, the ideological and political education discourse must move from instrumental rationality to communicative rationality, from monologue to dialogue, from reality field to virtuality and reality combination, from world of text to world of life; therefore to realize transformation and innovation of ideological and political education discourse in college.

Introduction

“We-Media” or “personal media” or “citizen media” refers to the collective term for new media that delivers normative and non-normative information to an unspecified majority or specific individual by communicators personalized, popularized, generalized through modern and electronic means such as blogs, forums, Weibo, WeChat, mobile apps etc., as emerging platforms. With the upgrading of science and technology, We-media technology has developed rapidly. It accelerated the speed of information dissemination, expanded the scale of transmission, exerted extremely strong penetration into real and virtual space, and has become the main battlefield for various social thoughts and ideological struggles. It has a great impact on social order and discourse authority, with a profound influence on values of citizens. In particular, college students are in a critical period of growth and development, who have weak ability to distinguish various kinds of information. Rapid dissemination of numerous We-media information has deeply affected the way of thinking, lifestyle, communication habits and expressions of college students. Traditional ideological and political education discourse which declined is facing unprecedented opportunities and challenges.

Opportunities for Ideological and Political Education Discourse in College in We-Media Era

Interactive Nature of We-Media Innovates New Paradigm of Ideological and Political Education Discourse in College

The traditional communication paradigm of ideological and political education discourse in college is mainly a “top-down” one-way linear communication. Educator and educatee are in an unequal position in the communication of discourse. Educators are in a dominant position, with absolute superiority and discourse power, while educatee could only accept passively. Therefore it is difficult to achieve two-way interaction between the subject and the object. The interactive nature of We-media has transformed the discourse environment of ideological and political education from the “authoritative environment” dominated by educators to the “game environment” in which the boundaries between educators and educates are blurred that they could mutually transform, realizing innovation of communication paradigm for ideological and political education discourse in

college. Virtuality and openness of We-media environment make people's voice channels equal and independent. They no longer accept a "unified" voice, for everyone can create words, influence words and spread words. Educator and educatee are no longer in a top-down linear relationship, but one with an equal and symbiotic interaction and intercommunication. This new, "two-way interactive" communication paradigm is conducive to smooth the gap between educator and educatee, making them participants, constructors and communicators in ideological and political education discourse practice activities. It has promoted the development and progress of ideological and political education in college.

Instant Spatial-Temporal Characteristic of We-Media Expands the New Space of Ideological and Political Education Discourse in College

Another major feature of We-media is instant communication and network coverage. We-media technology has broken through the limitations of time and space, expanded people's life fields, broadened their communication horizons, and changed their communication methods and ways. It also makes the ideological and political education in college face the transformation from tradition to modernity and from reality to virtuality, hence the time and space of ideological and political education management is no longer limited to one domain, which greatly expands the new space of ideological and political education discourse in college. The traditional ideological and political education discourse in college emphasizes the existence of physical time and space. In other words, education is in a point-to-plane manner at specific times and in specific places, limiting ideological and political education discourse within a fence. Under the conditions of We-media, advanced information technology and virtual cyberspace have changed the past old-fashioned point-to-plane pattern, providing information dissemination with a new trend of point-to-point communication. With multi-directional and multi-dimensional characteristics, it has broken through the traditional geographical and time-space constraints to provide a more open and free independent space for contemporary college students, which make them free from the control of discourse hegemony. This ensures that the dissemination of ideological and political education discourse is more diverse of opportunities, more multiple of channels, and more flexible of methods.

Extension Information Characteristic of We-Media Enriches New Content of Ideological and Political Education Discourse in College

The wide extensibility of We-media information has made the boundary consciousness of ideological and political education increasingly vague, and massive, diversified and complex information has enriched the discourse of ideological and political education. Features of simple, intimate, and humorous of the new life-oriented and networked paradigm make the discourse more vital, appealing and attractive, providing rich material for ideological and political education discourse, which is more preferred by contemporary college students. Actively absorbing the beneficial resources in network discourse can open up new fields for the development of ideological and political education discourse. In the collision and integration with global discourse, it can also have a deeper understanding to Western heterogeneous cultural values and cultural discourses of different nationalities. So as to further expand connotation of ideological and political education discourse. On the other hand, We-media provides a platform to deeply understand the discourse mode, psychological structure and realistic appeals of contemporary college students, so that the discourse of ideological and political education could be constructed closer to reality, more confident, more animate and more practical. This spirit of times, world vision and student-related sentiment that We-media presents provide a new opportunity for the enrichment and expansion of the content of ideological and political education discourse.

Challenges for Ideological and Political Education Discourse in College in We-media Era

Traditional Ideological and Political Education Discourse Gradually Declined

The virtuality, interactivity and openness of We-media space make its discourse easy, vivid, lively and novel, and traditional ideological and political education discourse is gradually declining in the context of We-media. First of all, in terms of form, traditional ideological and political education discourse focuses on grand narrative, pays attention to public opinion guidance, highlights political orientation, therefore is dull and single, while its expression is serious and unclear, which weakens the appeal of ideological and political education. Secondly, in terms of content, traditional ideological and political education discourse is in lack of flavor of era and life, which is in stark contrast with the constantly updated and popular online buzzwords brought by We-media mobile terminal system. Therefore the content of ideological and political education discourse is challenged. Finally, in the mode of communication, traditional ideological and political education discourse often adopts the method of monologue and indoctrination, showing a single subject-type discourse communication, however the two-way interaction mode from We-media era enables the educatee to obtain various forms of information resources conveniently and quickly, and to freely express their opinions and appeals through virtual carriers. The space of discourse expression is expanded, and the multi-value orientation becomes more and more obvious. The era of traditional ideological and political education relying on organizational authority for discourse output has come to an end for it's difficult to be sincerely acknowledged and accepted by educatees.

The Mainstream Ideology and Values are Affected

For a long time, the ideological and political education work in college has played an important role in spreading mainstream ideology and advocating mainstream values by virtue of its strong discourse advantages. However, with the rapid development of We-media technology, the information dissemination with features of diversification, popularization and generalization has generated a strong impact on the values, real life and ideal beliefs of contemporary college students. College students blindly follow the heterogeneous cultures of vulgarity, entertainment, money worship, wealth envy, and hedonism as well as popular online discourses spread by We-media, meanwhile dislike, contradict and even disassemble and ridicule the classic and authoritative discourse of mainstream ideology. The mainstream ideological discourse has been dispelled as never before, and it faces the risk of deconstruction in terms of authority status, value concept, and mode of discourse. At the same time, in the virtual space, We-media gray industrial chain controls public opinions even though it's in lack of factual basis or even serious distorted, raising some negative and irrational voices. The educatees, still too young to obtain enough capacity in rational analysis and objective judgment, are inevitably led by network public opinions or rumors. It is easy for college students to be eroded and misled by bad thoughts and behaviors, resulting in negative consequences such as lack of belief, confusion of thoughts, and acts of misconduct, eventually run counter to the mainstream values. This has become a major challenge for ideological and political education in the new era.

The Transfer of Discourse Power and the Weakening Of Control Power of Ideological and Political Educators

In traditional ideological and political education, educators always occupy a dominant position and have absolute discourse power. The audience only passively accepts the transmission of knowledge and the dissemination of information, forming an unequal subject-object communication mode. In the field of We-media, the characteristics as mass media, borderless dissemination, quickness and instantaneity of We-media have dispelled the information advantage of ideological and political educators in colleges, and weakened their dominant position and deconstructed their discourse power; therefore promote the transfer of the dominant position of the discourse power. In a positive sense, this transfer has changed the situation of past discourse hegemony, satisfies the

audience's rights to express their requirements and desires to speak, and realizes the rational return of the public's discourse power. However, what accompanies is that with the transfer of discourse power, the ideological and political educators' control over the audience as college students has been weakened. The lack of such "gatekeepers" in the realistic context of We-media information which is of varied quality and is hard to distinguish right from wrong often leads to the abuse of discourse power, or even unconsciously becomes a communicator of bad information such as online rumors, therefore brings a serious negative impact on ideological and political work, and restricts the practical effects of ideological and political education in college.

Strategies for Ideological and Political Education Discourse in College in We-media Era

From Instrumental Rationality to Communicative Rationality: Revolution of the Concept of Ideological and Political Education Discourse

For the return of human values in ideological and political education, the concept is of top priority, and to achieve the revolution of concept, the transformation of ideological and political education discourse from instrumental rationality to communicative rationality must be promoted. The ideological and political education in college is an interaction and integration between teachers and students. The subject and the object are not distinct, but an equal interaction with each other. Both educator and educatee are the main actors of action. If ideological and political education discourse is indulged in instrumental rationality, it is difficult to jump out of the "subject-object" dichotomy, so that ideological and political education will be regarded as a simple and tedious technical activity of subject transforming object, disregarding human communication and moving towards the reality of foreignization and lack of humanity, which leads to loss of inherent value and significance for ideological and political education. Therefore, only the realization of the revolution on concept of ideological and political education, starting from the students' daily life and interpersonal relationships, could the lost subject be found. Meanwhile, only by integrating the rationality of communication into ideological and political education discourse, improving the theoretical consciousness and actual effect of discourse, discarding and surpassing the instrumental thinking of traditional ideological and political education through the reconstruction of the discourse system, can we avoid entering into another trap of "double aphasia" from "one-dimension adaption", realize the fundamental revolution of the "subject-object" dual framework of traditional ideological and political education, and achieve organic unity of knowledge, feeling, intention and action for educator and educatee on the basis of the fusion of horizons.

From Monologue to Dialogue: Reconstruction of the Mode of Ideological and Political Education Discourse

In traditional stereotypes of ideological and political education discourse, educators are accustomed to using the commanding and preaching methods to forcefully inculcate theoretically to the educatees, with a great "monologue" feature, which gives a discount to the effect of education. Since We-media technology has made everyone a discourse maker, communicator and consumer, the monologue model must be reconstructed in this open and inclusive field, so that the role of ideological and political education can be re-manifested in the context of the new era. This requires educators to change from a closed rigid monologue model to an equal and free dialogue model, and from authority and controller to interlocutor and communicator, from subjectivity to inter-subjectivity. Based on the subjective ability and subjective consciousness of education, the educatees should be given the dominant position and their subjective initiative of participating in the dialogue should be fully mobilized. In this two-way subject communication, discourse power of educatees will be respected, and on the basis of mutual listening and sincere exchange, the subject personality of the educatees is cultivated, while self-reflection and theoretical consciousness are realized. At the same time, educators should take the initiative to experience, study and use We-media technology to truly understand the physical and mental characteristics and realistic

demands of contemporary college students in the context of We-media, and actively create a space for dialogue and communication. Therefore they could shorten the distance between each other through spiritual communication, lay the foundation for the effective dialogue, and truly realize the transition from past self-speaking “monologue” mode to “dialogue” mode of equal communication.

From Reality Field to Combination of Virtual and Real: Optimization of the Communication of Ideological and Political Education Discourse

Traditional ideological and political education often relies on the real space to carry out, but as the continuous development of We-media technology, ideological and political education in college should not be absent in this new field, and should not be aphasic. In the process of construction, dissemination and development of ideological and political education discourse, we should actively utilize the virtual space of We-media to promote the optimization of discourse communication in ideological and political education through the combination of virtual and real. Educators can use blogs, QQ, We Chat, etc. to integrate We-media discourse into ideological and political education discourse, and to pass on mainstream ideology and mainstream values in a way that students prefer in a simple, clear and fresh way. We can also establish a We-media platform for the school, using online forums, red websites, etc. to disseminate mainstream ideas, guide public opinion, and consciously grasp the initiative of ideological and political education discourse in We-media era. Virtual education and real education are not contradictory, but complementary and integrated. In the actual ideological and political education, educators should get close to the students, focus on the actual needs of the students, care about the growth of the students, so can they eliminate the emotional barrier between the educators and the educatees through emotional integration, and enhance the influence of the discourse. With the basis on equal communication with educatee, it is to construct, express and reshape ideological and political education discourse from their standpoint, to truly change the monotony and tedium of past ideological and political education discourse, to optimize the channels and methods of discourse communication in ideological and political education through the combination of virtual communication and reality communication on basis of sticking to student-oriented principle and highlighting humanistic care, so that the role of ideological and political education can be effectively manifested.

From Text World to Life World: Return of the Value of Ideological and Political Education Discourse

Ideological and political education cannot be separated from the real life world, and its discourse should not be bound by academic text discourse, either. To realize the true purpose of ideological and political education, it must be based on the life dimension of college students and the ideological and political education discourse should return from the text world to the life world. This kind of transformation and regression does not mean a complete subversion of the existing text discourse, nor is it a patchwork and dazzling packaging of the details, but an integration of grand narrative of the theory in the text world and the specific practical activities in the life world, and an combination of the strong political connotation with contemporary life. It is to overcome the one-dimension logic of abstract expression and academic style of text discourse, and to make a rational transcendence based on a deep understanding of university life, high respect for individual values, and prudent reflection in the real world. Only by facing up to the real life of college students, truly integrating, understanding and appreciating the students, can we learn from them, get the education materials, and be inspired. Only when the real life of college students be regarded as the logical basis of the construction of ideological and political education discourse and the main needs of students as the dimension of value, can we realize the transformation from abstract discourse to specific discourse, political discourse to public discourse and text discourse to life discourse. Hence, the rational return of the value of ideological and political education discourse would be finally realized on the basis of the source of life.

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