

On the Reconstruction and Innovation of Discourse Power of Ideological and Political Education in Colleges and Universities in the New Media Era

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Abstract

With the popularity of smart phones, the scale of Internet users is expanding, and new media is developing rapidly. College students are active in thinking and have strong sense of self-determination. They are used to searching for information they need through new media and are influenced by it. Through the investigation of 791 students in six universities during the epidemic period, it can be seen that college students have become normal to use new media. This brings new vitality and vitality to the development of Ideological and political education in Colleges and universities, but it also faces some practical problems, such as the decline of the leading position of educators, the loss of voice of the educated in class, the anomie of network discourse right, and the lack of attraction of classroom discourse paradigm. Faced with these difficulties, ideological and political educators in Colleges and universities can reconstruct their ideological and political discourse power from three aspects: educators should establish new media thinking to adapt to the new media environment; guide the educated to exercise their right of discourse reasonably; integrate resources and strengthen the construction of Ideological and political new media.

Keywords- *new media; ideological and political education in Colleges and universities; discourse right*

technical advantages, to realize the era change of Ideological and political education discourse.

1. INTRODUCTION

According to the 45th "Statistical Report on Internet Development in China", As of March 2020, there are 904 million Chinese Internet users, and 64.5% of Chinese people are Internet users. New media has gradually penetrated into the study and life of college students and changed the discourse environment of Ideological and political education in Colleges and universities. In the network era, information is diversified, social ideology game is fierce, the influence of mainstream ideology is weakened, and the authority of Ideological and political education discourse in Colleges and universities is weakened. College students are easily misled by bad public opinions, which brings great challenges to the discourse power of Ideological and political education in Colleges and universities. In 2013, at the National Conference on propaganda and ideological work, Xi Jinping stressed that "ideological work is an extremely important task for the party. We must firmly grasp the leadership, management and discourse power of ideological work." Restructuring the discourse power of Ideological and political education in Colleges and universities to adapt to the new media environment is no overnight feat. Ideological and political educators in Colleges and universities should actively adapt to the new environment, accurately grasp the development trend of discourse, with the help of new media platform and its

2. Definition of related concepts of discourse power in ideological and political education in colleges and universities

The discourse right of Ideological and political education in Colleges and universities refers to the right and authority to express opinions in the ideological and political education of universities, including the rights of educators and educatees. Ideological and political educators are the main body of discourse power, and the educated students are the main body of Ideological and political education. The discourse power of educators plays a leading role and has the authority of discourse power. The discourse right of the educated mainly refers to the discourse right of college students. As a part of the ideological and political discourse power of the educated is essential. The function of discourse power of Ideological and political education in Colleges and universities is: to educate people by discourse, to spread Marxist theory and to resist the infiltration of Western ideology [2].

3. An Empirical Investigation On The Influence Of The Ideological And Political Education Of College Students In The New Media Environment

A questionnaire survey was conducted among 791 students from 6 universities in Jiangxi and Hubei. The situation is as follows:

3.1. Survey of College Students' habits of using new media and their online time

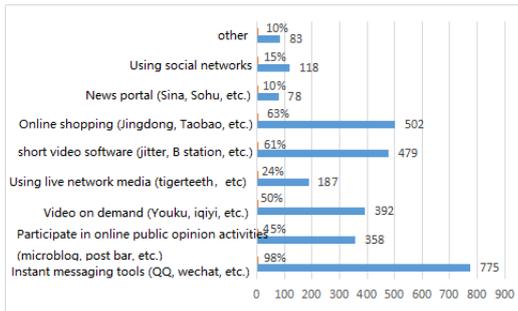


Figure 1 survey chart of new media habits

Figure 1 shows that the new media usage habits of college students are mainly instant messaging tools, short videos, online on-demand, and online public opinion activities.

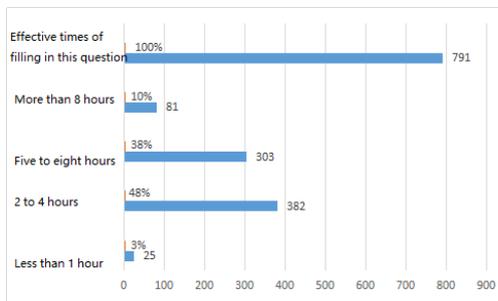


Figure 2 survey chart of College Students' online time

Figure 2 shows that 48% of college students spend "2-4 hours" online and 38% of them "4-8 hours".

3.2. Survey of College Students' attention to social hot spots of new media

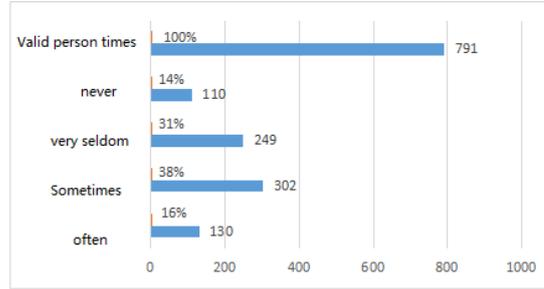


Figure 3 survey chart of social hot spots

Figure 3 shows that 54% of college students choose "sometimes" or "often" to pay attention to social hot spots.

3.3. Survey on the attention and trust of college students to public opinion leaders such as big v.

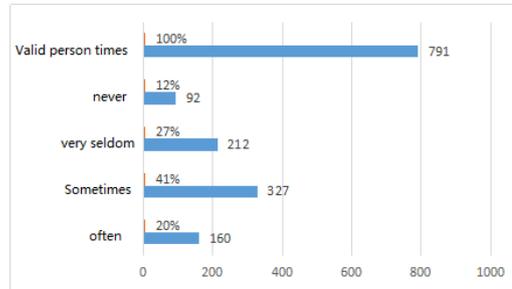


Figure 4 survey chart of network opinion leaders' attention

Figure 4 shows that 61% of college students pay attention to "sometimes" or "often" to Internet opinion leaders such as the public big v.

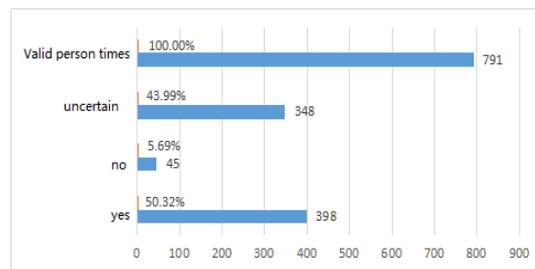


Figure 5 whether the words and deeds of "network big V" conform to the socialist core values

Figure 5 shows that 50.32% of college students choose to conform to the core values, but 43.99% of them are uncertain. 5.69% of college students chose not to meet the requirements.

3.4. When some information and opinions appear on the new media platform and feel confused, who should I ask for help

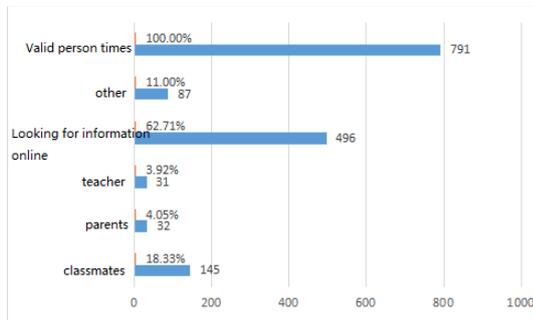


Figure 6 chart of who to ask for help when confused

Figure 6 shows that 62.7% of college students choose to check information online, followed by 18.33% of college students choose to seek help from their classmates.

4. The Main Problems In The Development Of Ideological And Political Education Discourse In Colleges And Universities From The Perspective Of New Media

4.1. The dominant position of educators' discourse power has declined

In the traditional ideological and political education model, educators usually combine the roles of organizer, implementer and instructor, monopolize discourse information through rich and authoritative educational resources, and enjoy the dominant position of discourse power. The convenience, openness, and sharing of information dissemination of new media platforms have greatly increased the autonomy of students, and the dominant position of educators' voice has declined. On the one hand, with the popularization of new media applications, information dissemination is breaking the boundaries of time and space. The ways for students to obtain information are constantly enriched, and the right to choose information is gradually increasing. With the help of new media platforms, students can even obtain information anytime and anywhere before educators obtain authoritative and valuable information, filter and process information according to their own interests and needs, and are no longer restricted by the classroom [3]. Many college ideological and political educators cannot keep up with the pace of students, and do not understand the concerns of students in new media. The authority of college ideological and political education has been greatly weakened. We can see from the above survey that it has become a norm for college students to rely on mobile phones to use new media. When college students encounter doubtful questions, the vast majority of students will choose to seek answers online,

followed by the help of classmates, and the proportion of teachers seeking help is behind parents. On the other hand, due to the openness of new media, network information is complicated: there are positive and positive information, and there are negative, false, and deviating rumors. In order to gain traffic and attract attention, some media will hype some people or things, exaggerate, make out of nothing, and sensationalize. There are also public figures who use their influence and specious logic to promote historical nihilism. These are contrary to mainstream values and ideologies. This survey shows that most students pay attention to some public figures, and nearly half of the students are unable to confirm whether the views of the public figures they follow are consistent with the core values of socialism. This shows that college students need to master the ability to distinguish information, and ideological and political educators can help college students master this ability.

4.2. The educated person loses his voice in classroom discourse, and the network discourse power is out of norm

In traditional ideological and political education activities, educators are in an absolute dominant position, and students have almost no space to express their self-consciousness. In ideological and political classes, some teachers do not allow students to speak in order to complete the teaching content and facilitate control of the teaching class. University administrators also do not emphasize giving students the right to speak, and students are not interested in the content of the classroom and are not willing to speak up, causing teachers to talk to themselves and the rate of raising their heads is not high. On the other hand, with the development of new media, the educated are increasingly looking for presence on the Internet. Due to the openness and virtuality of the Internet, their right to speak has been greatly released. However, due to insufficient supervision and guidance, college students are prone to anomie and abuse of the right to speak. For example, casually venting emotions, maliciously attacking people with different opinions; listening to rumors or being used by others to make inappropriate comments, etc.

4.3. The classroom discourse paradigm is not attractive

In the new media environment, online discussions are becoming more and more popular among college students. On the contrary, the traditional ideological and political education model relies on the monopoly of authority and the dissemination of texts, showing a serious dogmatism tendency. On the one hand, the development of ideological and political theories under the traditional discourse power lags behind in education, and it is difficult to meet the actual needs of the audience [4]. The topics in cyberspace are rapidly updated and changed, and the information is rich, which can meet the needs of college students for innovation

and change. On the other hand, the discourse methods of traditional ideological and political education lack innovation and contagion. The "post-95" and "post-00" college students have distinct personalities and active thoughts, are the "native" of the Internet, and to some extent resist the traditional discourse paradigm. Online discourse has a strong sense of individuality, and has a certain degree of interest and novelty, which is more in line with the aesthetic style and acceptance habits of young students. The traditional ideological and political education discourse style is outdated, serious, and formal, and it is out of the paradigm that students hear, and it is difficult to stimulate their emotional resonance.

5. Reconstruction And Innovation Of Discourse Power Of Ideological And Political Education In Colleges And Universities In The New Media Era

5.1. Educators should establish new media thinking and adapt to the new media environment

New media has affected all aspects of people's life. Ideological and political educators should take the initiative to make changes and reconstruct their discourse power. First, ideological and political educators must establish new media thinking. Some teachers do not realize the importance of using new media to carry out ideological and political education, but only see its negative impact and reject new media. Educators should change their concepts and actively use new media to carry out ideological and political education. Second, we must improve new media literacy. Educators must not only work hard to learn network use technology, but also learn related professional knowledge such as network communication, psychology, and sociology. In this way, educators can easily carry out ideological and political education through new media. Thirdly, we should make full use of the ideological and political education materials in all kinds of new media information. First of all, ideological and political educators should timely refine the positive energy materials in the new media information and publicize them to the students in time; the negative energy materials should be carefully analyzed to answer the students' doubts in time. The fresh materials of new media will inevitably arouse students' interest and resonance. Secondly, we should learn and use appropriate ways to compare the ways of down to earth in the network discourse, and enhance the appeal of the ideological and political discourse. For example, Xi Jinping used the sentence "we are also fighting" and "rolling up sleeves" in the new year's speech, especially to arouse resonance.

5.2. Guide the educated to reasonably exercise the right to speak

College students are active in thinking, have a strong sense of independence, and express strong words. Educators should guide them to use the right to speak reasonably. First, reasonably increase the discourse power of college students in ideological and political classrooms and improve the effectiveness of classroom ideological and political teaching. Educators can take the initiative to set up topics, let students participate in discussions, and achieve the purpose of education in the process of interaction. Second, guide college students to exercise their right to speak online. The topics that students have doubts about on the Internet can only be divided into several categories. Ideological and political educators will study and answer these questions in depth, and they may not have to explain them thoroughly. It is enough to explain the truth clearly. If you talk about a problem in depth, it may be a pass. Outline and collar. College students have improved their ability to rationally analyze real-world problems, and they will not lose the norm when they exercise the right to speak online.

5.3. Integrate resources and strengthen the construction of new ideological and political media.

Universities must follow the trend of the times, attach importance to and strengthen the construction of new media platforms, expand the scope of ideological and political education, and establish a solid ideological and political education network. The first is to strengthen the construction of new media platforms such as campus WeChat official accounts, Weibo, and interactive communities, and effectively integrate various new media resources of the university.

According to the views and requirements of college students, promote mainstream ideas and create high-quality new media works in a form that is rich in content and popular with students. In accordance with the principle of "content is king, value leads", brand function columns are launched to continuously enrich platform content. The second is to establish a large-scale ideological and political work model through multilateral participation and joint promotion by universities to build a clean and healthy new media ecosystem. Establish a scientific and complete online public opinion monitoring and early warning mechanism, improve public opinion analysis capabilities, eliminate misleading public opinions in a timely manner, strengthen the supervision and management of various self-media platforms within the school, standardize and guide students online behavior, and campus networks will lead the development trend of correct discourse. Optimize the discourse environment of ideological and political education. Third, cultivate trustworthy and reliable online opinion leaders and online "big V" among students, encourage active speaking in the field of new media, play a

leading role and role model, and enable people around to actively spread the word.

6. Conclusion

The new media era has stimulated ideological and political educators to explore new forms of discourse, and ideological and political educators need more changes in the new situation. Educators should reasonably combine the new media to reconstruct the discourse power of Ideological and political education in Colleges and universities, rather than resist the new media. This can not only make students easier to accept ideological and political education, but also provide teachers with a more in-depth communication with students.

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