

Research on the Discourse System of Ideological and Political Education for College Students in the New Media Era

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Abstract: *With the development of the new media era, ideological and political education has also entered a new era, the new media era affects every aspect of people, and it also poses a new challenge to the thinking mode and value choice of the youth of college students. Ideological and political education discourse system research, as an important aspect in the research of ideological and political education, can optimize the discourse context and discourse value realization for college students in the ideological field.*

Keywords: *new media age; college students; discourse system*

1. Introduction

The new wave of technological revolution has pushed human society to a new era of new media, and the new media with powerful communication function has increasingly and profoundly influenced the development of individuals and the progress of society, and the new situation and new problems brought by the development of new media to the ideological and political education in colleges and universities is a new opportunity to innovate and develop the theory of ideological and political education. The reality of ideological and political education in colleges and universities in the era of new media is that the educational environment has become more complex, the work mode has undergone a huge transformation, and the life of college students' psychological values have brought about a violent impact, but the full use of the new media's great communication ability can have a positive impact on the ideological and political quality of college students, the formation of values and moral concepts, and bring a rare opportunity to the ideological and political education in colleges and universities. It brings a rare opportunity for ideological and political education in colleges and universities.^[1]

2. The current situation of ideological and political education discourse in the new media era

Ideological and political education is a kind of educational activity that uses discourse to carry out theoretical persuasion, ideological and political education discourse is the intermediary for the implementation of ideological and political education, and it is an important factor affecting the effectiveness of ideological and political education, and the realization of the value-oriented function of ideological and political education needs to be carried out with the help of a certain form of discourse as a carrier.^[2]With the arrival of the new media era, the ideological and political education environment in colleges and universities has undergone significant changes, and the new development of ideological and political education is to promote the conversion of the discourse of ideological and political education in colleges and universities. From the overall research on discourse transformation of ideological and political education in colleges and universities, the discourse transformation of ideological and political education in colleges and universities still exists a lot of practical dilemmas in the absence of discourse contexts, lagging behind in ideological content, imbalance in interaction relations, and discrete discourse power. Therefore, it is necessary to use modern discourse analysis theory to study and propose specific optimization paths for the urgent problems in the modern discourse transformation of ideological and political education in colleges and universities.^[3]In the contemporary ideological and theoretical circles, the discourse problem has become a hot topic. The discourse transformation of ideological and political education in colleges and universities is divided into a broad sense and a narrow sense: in a broad sense, it refers to the discourse transformation in the process of modern transformation of ideological and political education in colleges and universities, in

the process of academic research and professional teaching as well as propaganda and education practice; in a narrow sense, it refers to the discourse transformation of the educators in the process of the practice of ideological and political education without involving the discourse transformation of the two aspects of academic research and professional teaching.

3. The Problems of Ideological and Political Education Discourse in the New Media Era

3.1 Lack of down-to-earth in content

The world of life is rich in ideological and moral resources. To be effective, ideological and political education must take the world of life as its starting point, so that the goals, contents, methods and other elements of education fit people's lives. Due to historical and practical reasons, ideological and political education discourse is mostly presented as political discourse, document discourse power discourse, alienated from the interpretation of the real world of life and care; not to let people in the colorful world of life and the vibrant spirit of the encounter, but to make people in the monotonous and tedious kingdom of thought and grey theories meet. Over time, it makes the ideological and political discourse in a self-talking closed system. In the era of new media, college students have a growing sense of subjectivity, pay more attention to their own needs and development, and expect to show their own selves, and their discourse is characterized by an obvious flaunting of individuality. Therefore, compared with the traditional ideological and political education discourse which is far away from life, abstract and obscure, and grand narrative, college students are more inclined to accept the new media discourse which is life-oriented and diversified, and the discourse of college students is rooted in their real and subtle daily life, which expresses their understanding and perception of life, and their sympathetic or critical feelings towards the people and events around them. This means that the discourse of ideological and political education, which is far away from life and not grounded in reality, is not only difficult to enter into the cultural context familiar to college students, but also will have a fierce conflict with their discourse system, thus sprouting rejection and antipathy towards the discourse of ideological and political education in the deepest part of their hearts.

3.2 Lagging modes of expression

With the change of the context of the era from socialist revolution to construction to reform, especially after the establishment of the socialist market economy system, the life of the state and society has undergone profound changes, and the understanding and positioning of politeness and ideology have also changed profoundly, but the content of the discourse on the development of ideological and political education in colleges and universities has not been renewed and improved, one of the specific manifestations of which is that "People still use the language of traditional class politics to express the essential content of the discourse of ideological and political education in colleges and universities." In the micro area, this lag is manifested in the fact that the content of modern ideological and political education discourse in colleges and universities is not sufficiently integrated with the social reality and the ideological concepts of the audience, especially unable to adapt to the "micro-life" mode, which is mainly based on micro-reading, micro-viewing, micro-shopping, and a sense of happiness, which directly results in the failure of ideological and political educators to provide timely and effective explanations for the phenomena and problems in the society and the confusion in the mindset of the audience. The ideological and political educators in colleges and universities are unable to give timely and effective explanations and solutions to the phenomena and problems in the society and the audiences' confusion. However, there are also a few researchers who have made adjustments to the micro changes in contemporary audiences' interests and lifestyles. Researchers in ideological and political education in universities have launched specific measures to address this changing trend in the micro environment.

3.3 Imbalance in the relationship of interaction

The discourse practice of ideological and political education in colleges and universities can only be carried out in the discourse relationship between educators and educated people. The traditional ideological and political education discourse in colleges and universities was produced in specific historical conditions, and its existence has a certain historical rationality. With the progress of practice and the development of the times, the drawbacks of traditional ideological and political education in colleges and universities are more and more obvious, such as the solidification of the content, the

unidirectionality of the method, and the top-down "indoctrination" mode of communication. [4]Traditional ideological and political education in colleges and universities is a typical "subject-object" model, in which the educator becomes the "subject" as a matter of course, and the educated becomes the obligatory "object". The educator's discourse gradually becomes the strongest force in the discourse relationship, and this "patriarchal" and "monolithic" discourse mechanism leads to the "loss of speech" of the educated, as well as the failure to express their discourse demands, or even their discourse demands, and even the failure of the educated to express themselves. This "paternalistic" and "monolithic" discourse mechanism leads to the "loss of speech" of the educated and the failure to express their demands, and even the concepts of discourse construction are swallowed up by the educators' discourse. The establishment of the legitimacy of any discourse relationship cannot be separated from the context, and the "subject-object" model has certain legitimacy, rationality and even inevitability in the context of revolution and war, but in the current new historical context, it is necessary to rethink and rebuild this model of discourse relationship. However, in the current new historical context, it is necessary to reflect on and rebuild this mode of discourse and interaction.

4. Countermeasures of ideological and political education discourse in the new media era

4.1 Discovering educational resources

Life is the most complete, vivid and simple expression of human existence, and ideological and political education in colleges and universities faces college students in the living world. Therefore, the discourse of ideological and political education should be centered on the daily life of college students, pay attention to their growth and development, enrich the content of education, and construct a living discourse system, so as to make the discourse of ideological and political education move from grand narrative to vivid and lively grounding.

Drawing rich discourse resources from the daily life of college students. Life is rich, and the lives of college students are even more colorful. This requires educators to truly respect the diversity of life, take the initiative to enter the life world of college students, and be good at finding discourse materials and refining fresh discourse elements from the vivid daily life of college students; in the era of new media, college students' living language is updated very quickly, and educators have to respond to their life discourse in a timely manner, drawing on the excellent discourse content, discourse symbols and discourse style of their life discourse, so as to maintain the ideological and political education discourse from grand narratives to lively and grounded discourse. The educators should respond to their life discourse in a timely manner, learn from the good discourse content, discourse symbols and discourse styles of their life discourse, and keep the openness and inclusiveness of the discourse system of ideological political education. Under the new media environment, the educated are resistant to and reject the obscure and difficult to understand theoretical discourse, therefore, the ideological and political educators should start from the problems encountered by college students in their daily life, and select the content of ideological and political education discourse around the hotspots and focuses of college students' concern, so as to enhance the persuasive and infectious power of the ideological and political education discourse.

4.2 Updating of educational content

With the modernization of national governance, both political practice and ideological construction mode have undergone great changes, and the ideological and political education discourse in colleges and universities must be updated in terms of content prescriptiveness. [5]The traditional discourse of ideological and political education in colleges and universities is the discourse often used in Marxist theory and Party literature, and its immediate purpose is to disseminate the mainstream ideology of society. In contemporary society, although class and class struggle also continue to exist to a certain extent, about which the party and the state must have a clear understanding, but after all, it is no longer the main contradiction in society, and this set of discourse is not a popular discourse in front of the public, and its frequent use will be counterproductive. With the development of the times, there is a modern discourse represented by network language unique to the new media era, which is not only integrated in daily life and daily interactions, but also carries political and ideological stipulations. In the increasingly diversified and heterogeneous modern society, it is necessary to go beyond the traditional abstract and universal ideological discourse system and build a new type of modern discourse of ideological and political education in colleges and universities that young people are happy to accept. To a certain extent, this also confirms the view of modern Western thinkers such as

Althusser that ideology is not essentially a system of thought outside of social reality, but rather participates in the reproduction of the process of social reality, and is therefore an element in the construction of real social relations.

4.3 *Converting relations of interaction*

Due to the discourse authority and its resulting imbalance of discourse interaction relations, the affinity and effectiveness of the discourse of ideological and political education in colleges and universities have been greatly weakened at present. Therefore, in the context of entering the new era, the traditional discourse interaction mode of ideological and political education in colleges and universities can no longer adapt to the requirements of the educated, and the educational effect is obviously reduced. Therefore, on the one hand, the educated must be regarded as the subject of discourse practice on an equal footing with the educator and be given the subject status of discourse practice in ideological and political education in colleges and universities; on the other hand, the realization of discourse interaction from one-way compulsory indoctrination to two-way autonomous interaction mode conversion requires that the educator must change the previous lofty mentality and posture, and identify with the subject status of the educated's discourse practice. ^[6]Of course, it is still necessary to further study and explore how to stimulate the educated subject's mobility and initiative under the premise of insisting on the dominance and authority of the educator's subject in the process of ideological and political education discourse practice in colleges and universities, and what kind of relationship between the educator's subjectivity and the subjectivity of the educated subject in the process of ideological and political education discourse practice in colleges and universities are.

5. Conclusions

All in all, the new media era has brought problems to ideological and political education, and also contains new opportunities. On the basis of analyzing the discourse problems of ideological and political education in the new media era, we will explore relevant countermeasures, grasp the problem of the transformation of ideological and political education discourse, and make the ideological and political education of college students better.

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