

Innovative Research on Intersubjective Trust in Ideological and Political Education for College Students in the Digital Background

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Abstract: *The transformation of digital technology has brought new changes, challenges, and requirements to the issue of trust in ideological and political education for college students. The new changes require us to explore new ideas, new methods and new models of ideological and political education that are more in line with the characteristics of The Times. Based on the analysis of the theory of intersubjectivity, the current ideological and political education of college students has a two-way subject trust crisis and a process element trust crisis. Rebuilding the digital "discourse field" of ideological and political education discourse system, resetting the inter-subjective digital communication relationship between teachers and students, and promoting the return of digitalization to the life world of ideological and political education are feasible ways to reconstruct the trust relationship of college students' ideological and political education from the perspective of intersubjectivity.*

Keywords: *Digitalization, Intersubjectivity, Ideological and Political Education for College Students, Trust*

1. Introduction

In the current society, the development of digital technology has a profound influence in the field of education. Cultural diversity and information explosion have brought challenges to the trust of college students' ideological and political education. Digital technology is playing an increasingly important role in ideological and political education of college students. In order to win the initiative in the digital age, it is necessary to scientifically understand the law of network education. We urgently need to explore new ideas, new methods and new models of ideological and political education that are more in line with the characteristics of college students in the new era and more targeted and epochal based on the change of culture and communication characteristics in the digital age. It is necessary to start with subject, subjectivity and intersubjectivity of ideological and political education in order to understand and construct a better trust relationship in ideological and political education of college students.

2. Overview of Intersubjectivity and Trust in Ideological and Political Education for College Students

2.1. Overview of Intersubjectivity

The problem of trust in college students' ideological and political education from the perspective of intersubjectivity is the logical deduction of the relationship between subject, subjectivity and intersubjectivity in ideological and political education activities.

The concept of "subject" in Marx's classic works is the sublation of the traditional concept of subject, and he fully grasped this process in the practice of understanding and transforming the world. The essential feature of the "subject" in Marx's opinion is that it is consciously and consciously aware that it is in the process of understanding and transforming the world in a certain social and historical relationship. The object is understood and transformed by the subject in the relation between the subject and the object. Marx generally regards the object as something outside the objective reality that is distinguished from the subject, that is, the object is the real material world.

Marx's understanding of "subjectivity" puts forward subjectivity-the essential characteristics of human beings. In the final analysis, human nature is the exertion of human subjective initiative. Marx

pointed out in "German Ideology" that "When people began to produce the necessary means of subsistence, they began to distinguish themselves from animals."^[1] Marxist philosophy attaches great importance to the subjectivity of human beings, pays attention to the fate of human beings, firmly believes in the power of human nature, resolutely resists all inhuman phenomena that erase humanity and go against humanity, and alienates human nature, thus elevating human beings to the true height of human beings as subjects. Thus, Marx criticized the philosophy of the past and established his own concept of "subject and object", which is embodied in the following aspects: people in real life, not abstract people; There exist practical relations between the subject and the objective: knowing and being known, reforming and being reformed. The relationship between subject and object shows the subjective initiative of human being, and the character of human being as a kind of existence different from other animals.

2.2. Overview of Trust in Ideological and Political Education for College Students

From a sociological perspective, Simmel argues that "trust is a comprehensive social dynamic... If there is no general trust among people, society will collapse... Our modern life is so much more than we usually realize. It is based on trusting others openly."^[2] Giddens believes that "confidence in the dependability of a person or system." In a given set of outcomes or events, such information expresses a belief in honesty or in the love of others, or in the correctness of abstract principles."^[3]

On the philosophical level, Marx believes that "the general concept of value is proposed by man's handling of the relations between the external things that meet his needs." People are turning to the outside world for information that suits their needs... To evaluate and give it value or attribute it to value "^[4]In short, trust is a kind of manifestation, a value relationship between subject and object, that is, the subject anticipates that the object can meet its needs and entrusts the satisfaction of its needs to the object, thus forming a value relationship in which the subject and the object are unified and the subject and the object trust.

As a cognitive process of inter-subjectivity activities, the trust of college students' ideological and political education is a multi-directional interactive activity among educational subjects, forming ideological consensus and sharing, and promoting and developing each other in sharing. The value of ideological and political education of college students refers to one of the subject-object relations that connect the goal and content of ideological and political education of college students with the ideological and moral character needed by social development, shape the ideal personality needed by society, and guide the positive behavior of college students. The subject of college students' political education refers to the active actors and the institutions or individuals who play an active role in the ideological and political education activities of college students. The object view of college students' ideological and political education can be divided into two categories. Some scholars believe that the subject of ideological and political education can also be the object, the object can also be the subject, the two have the same identity. Some other scholars believe that the object of ideological and political education of college students is some other factors in the process of education, such as: educational purpose, educational content, educational means and educational activities. Ideological and political education is not only a kind of social relations, but also a kind of value relations, so the question of trust must belong to the relation category of ideological and political education.

In a word, trust in college students' ideological and political education means that the subject of college students' ideological and political education accepts some characteristics of the object, and hopes that it can adapt to its own development and trust its value relationship to meet the needs of social development.

3. Analysis of Trust Crisis in Intersubjective Ideological and Political Education for College Students in the Digital Background

3.1. Trust crisis of two-way subjects

There are two types of trust crises in two-way subjects: one is the skepticism of educators towards themselves when carrying out ideological and political education for college students; Secondly, in the ideological and political education of college students, the trust crisis relationship arises with the educators as the object and the educated as the main body. One type is the mutual relationship between "professor" and "acceptance", and the other type is the mutual relationship between "acceptance" and "professor". The two are complementary and dialectical in their role relationship.

Under the background of digital age, the trust crisis of two-way main body is particularly prominent. In the digital age, college students are a group with distinctive characteristics. They have strong ability to learn new technologies and accept new cultures, and a relatively open mind. They use digital means to acquire information more frequently, so it is easier to strengthen and rebuild their ideological world through digital channels. Under the background of digitalization, some teachers adopt the traditional ideological and political education mode, which leads to the lack of trust between teachers and college students, causing college students to question the existence of the role of college teachers. College students are more active in evaluating the quality of teachers themselves, whether the teaching method is scientific, and whether the teaching process is artistic. In a series of evaluation of ideological and political education in universities, the index of mutual trust between college students and teachers is not ideal.

Under the digital background, the bi-subjective trust crisis also manifests as a kind of contradictory relationship between one side's active attitude and the other side's passive and passive attitude. In the digital era, people receive and spread information in a more interactive way. In the field of education, college students are also eager for two-way "teaching" and "receiving". Therefore, the unidirectional trust relationship no longer meets the needs of the development of college students' ideological and political education under the digital background. Due to the influence of traditional teaching methods, some college teachers use backward teaching methods and ignore the special needs and equal identity of college students, resulting in distrust between college teachers and students.

3.2. Process element trust crisis

The process factor trust crisis refers to the distrust between the educator and the educated about the ideological and political education factors. According to the analysis of the factors of the comprehensive structure of ideological and political education, trust can be divided into education environment trust, education content trust, education purpose trust, education means trust and education activity trust. The crisis of trust education environment is essentially a sense of uncertainty, doubt and insecurity about the situation around the educated.

Under the digital background, college students may have more distrust of the educational environment in the virtual environment, and they may also have more doubts about the educational content. The trust attitude towards the purpose of education has long been a hot topic in ideological and political education. The application of digital technology exacerbates the problem of trust in educational purposes. The trust in educational means is a comprehensive reflection of the trust in ideological and political education in colleges and universities. Educational means and content are the most intuitive part of college students' contact with ideological and political education, so the trust in educational means is directly related to the trust in teachers' ability. The crisis of trust in educational activities comes from the crisis of trust in educational behavior. The crisis of trust in educational behavior is the skeptical attitude towards one's own development shown in the process of participating in various educational activities, thus holding a negative attitude towards one's own development.

Among them, the trust crisis of process elements in ideological and political education of college students under the digital background may also come from the teachers themselves. In other words, the teachers of ideological and political education must also have a strong sense of trust in the various elements of the process of ideological and political education. If the teachers themselves do not have a sense of trust, they cannot have a trust relationship with the students they educate in the process of receiving ideological and political education.

4. The Implementation Path of Reconstructing the Intersubjective Trust Relationship in Ideological and Political Education for College Students in the Digital Background

4.1. Rebuild the Digital "Discourse Field" of Ideological and Political Education Discourse System

Marx and Engels once pointed out that "language is not only a factor of thinking itself, but also a factor of life expression of thinking",^[5]It can be seen that language also plays a very key role in the teaching process of subjectivity. The digital "discourse field" of ideological and political education is the configuration of words and their speech patterns used by ideological and political educators in digital activities in order to achieve their educational goals. The "discourse field" of traditional ideological and political education generated ideological and political education discourse contradicts the value pursuit of ideological and political education, and contradicts the development law of

ideological and political education under the digital background, resulting in a great loss of its effect. At present, the development of various disciplines in the field of education is widely affected by digital technology, which has brought about educational changes and put forward new requirements for educational content, methods and objectives in the new era. Under the background of digitization, it is an effective way to improve the credibility of "discourse" to reconstruct the "discourse field" of ideological and political education discourse system by using intersubjective theory.

The first is to use digital interactive means to replace traditional hegemonic discourse with conversational discourse. It should be recognized that the recognition and respect of college students' subjective status accords with the real value demands of ideological and political education in universities. The reconstruction of the discourse system of ideological and political education in colleges and universities is basically divided into two levels in the digital world: online and offline. We should make full use of the possible openness of the discourse field in the digital world to carry out online and offline all-round teaching, link the first classroom with the second classroom, and make full use of digital technology to talk about the dialogue channels of college students, so that teachers and students can respect each other, understand each other, trust each other, listen to each other and open their hearts to each other, and carry out it with digital technology as the carrier.

The second is to use digital decentralized means to replace presupposition discourse with equal discourse. Digital communication can give more rights and opportunities to college students in ideological and political education. Under the digital background, the intersubjectivity of college students' ideological and political education should be embodied as an equal and honest interpersonal relationship. The search for this ideal relationship is the sublation of the traditional presupposition discourse system. The decentralized and equal digital communication mode can break the existing rules and communication barriers in the process of ideological and political education of college students, so as to give full play to the subjectivity of students. Among teachers, equal discourse dialogue can also be used to better adapt to digital teaching methods.

Thirdly, taking advantage of the strong digital appeal, emotional discourse is used to replace empty discourse. Emotional education plays an important role in college students' ideological and political education. In the process of ideological and political education in the new era, the true feelings of the educational subject are often needed to better achieve the educational purpose. Digital technology makes it possible to virtualize space and time. Using new technologies such as VR or AI, it forms an effect bonus for emotional discourse, which will enable college students to give full play to their subjectivity, make them feel more concerned and caring, and thus generate deeper value recognition.

4.2. Reset the Digital Communication Relationship between Teachers and Students

Engels believed that "the thinking soul is the most beautiful flower on the earth".^[6]Advanced thinking methods are the driving force to promote its development, while backward, outdated and outdated thinking methods are the obstacles to its development. At present, our ideological and political education is based on such an objective thinking mode, and educators tend to regard the goal of education as an objective point of view, which is an important factor that leads to the low effectiveness of ideological and political education for a long time.

Taking advantage of digital virtual simulation and using role transformation method is a feasible way to reset the inter-subjective communication relationship between teachers and students in ideological and political education. From the perspective of intersubjectivity, to gain the "trust" of college students, it is necessary to innovate the educational methods of college students. Subjectivity emphasizes "people-oriented", the unity of opposites of subjectivity, the unity of opposites of subjectivity and the way of communication of subjectivity. Most of the contemporary young college students are "only children", who have been cared for by their parents and society for a long time, ignoring their concern for others and society. In the real world, college students have fewer opportunities to gain role experience. Using digital virtual simulation and other technologies, we can use the way that college students like, give play to the positive role of intersubjectivity, and reset the traditional teacher-student relationship. "Role experience" allows college students to play a variety of social roles, allowing them to personally experience the thoughts, emotions and responsibilities of different roles, so as to have a deeper understanding of ideological and political education. In the "role experience" teaching model, teachers can design various role playing activities, so that students can play different social roles in the simulated situation, such as government officials, entrepreneurs, migrant workers, environmental protection volunteers, etc. Through these role plays, students can more intuitively feel the lives and situations of different characters, understand the difficulties and challenges

they face, and then increase their ability to analyze and solve social problems.

4.3. Digitalization Helps Return to the World of Ideological and Political Education Life

The idea of "life world" was first put forward by Husserl and had a great impact on European and American philosophy in the 20th century. Husserl thinks that the "life world" is a world which is connected with the "scientism world" and exists according to it. At the same time, it is the object of thinking towards "transcendental phenomenology".^[7]Habermas associates "communication behavior" with "life world" and thinks that communication activities are carried out in the life world. The life world is the environment in which communication activities occur. The world is not only an object, but also a recognized object. The world itself is not a simple object existence, but a perceived subject.

Ideological and political education is an activity that exists in the real life world. To return to the life world of ideological and political education is essentially to observe and grasp ideological and political education in the life world of subject-object integration. In the process of ideological and political education of college students, the grasp of the real world is often abstract and fragmented, and the functions of digital technology such as simulation and interaction make the intersubjectivity of ideological and political education of college students play to a new height. The simulation technology of digital technology changes the distance between the scenes and knowledge that cannot be experienced and college students, so that they can go beyond the limitations of time and space and feel the world directly, so as to give full play to their subjectivity.

5. Conclusions

Based on the theory of intersubjectivity, this paper analyzes the problem of trust in college students' ideological and political education caused by digital technology. It can be seen that there is a crisis of two-way subject trust and process element trust in college students' ideological and political education. Rebuilding the digital "discourse field" of ideological and political education discourse system, resetting the inter-subjective digital communication relationship between teachers and students, and promoting the return of digitalization to the life world of ideological and political education are feasible ways to reconstruct the trust relationship of college students' ideological and political education from the perspective of intersubjectivity.

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