

A Thesis on the Innovation of Ideological and Political Education Discourse of College Students

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Abstract: *The discourse of college students' ideological and political education refers to the use of discourse as a bridge of communication in college ideological and political education. The ideological field that enlightens young college students presents the teaching effect of ideological and political education in colleges and universities. As far as ideological and political education discourse of college students is concerned, it usually has three characteristics of theoretical and practical iatrogenic, multi-level inheritance and development. However, the rapid pace of the Internet era has occupied the expression space of the ideological and political discourse of college students. In addition, the solidified rational features and one-way trend of the ideological and political education discourse of college students have resulted in the phenomenon of poetic discourse in the ideological and political education discourse of colleges and universities, which fails to play a practical role incorrectly guiding young college students. So in college students' ideological and political education work of the future use of realistic problem set discourse topic guide the university students' ideological and political education to promote life philosophical expression college students in the dominant position of discourse expression optimizing college students' ideological and political education discourse system of young college students' subjectivity in discourse expression to optimize ideological and political education discourse system improve the effect of ideological and political education discourse makes college students' ideological and political education discourse content will be born.*

Keywords: *College Student; Ideological and Political Education Discourse; Innovation*

1. Introduction

Ideological and political course plays an important role in colleges and universities. In order to implement the Party's opinions on ideological and political education in colleges and universities, college students' ideological and political education discourse has made some achievements, but it is still full of problems. The achievement of ideological and political education discourse in the practice of contemporary college students' ideological and political education is not ideal, and it is faced with many practical difficulties, such as the occupation of ideological and political education discourse by network discourse in Internet space. As well as the discourse of ideological and political education in colleges and universities pays attention to rationality, teachers' one-way expression suppresses students' subjectivity, and internal and external practical problems send out an urgent horn of innovation to the discourse of ideological and political education in colleges and universities.

2. The connotation and characteristics of the discourse of ideological and political education of college students

2.1 The connotation of the discourse on ideological and political education of college students

Discourse is often interpreted as "speaking, speech, talking, and narrating, etc., mostly in verbal communication, such as the way a particular topic or goal is discussed, including oral text and other expressions." As a bridge of interpersonal communication, discourse is an important carrier for people's exchange of ideas, and a universal field for language transmitters and receivers. At present, discourse, as a commonly used practical language, has different connotations in different disciplines. The discourse of ideological and political education connects the subject and object of education and is a necessary means for the practical work of ideological and political education to be carried out. The discourse of ideological and political education of college students refers to the use of discourse as a communication bridge in the ideological and political education work of colleges and universities,

which enlightening the ideological field of young college students, and presenting the teaching effect of ideological and political education in colleges and universities.

2.1.1 The discourse of ideological and political education of college students is a teaching discourse with social expectations as the value dimension

The goal of ideological and political education embodies the overall setting of the ideological and political character of college students to be cultivated by a society in the new era, including the requirements in politics, psychology, morality, law, speech and behavior, etc., and is the expectation and value limit of the future results of educational activities. The Chinese Dream embody in history, reality and the future, and entrusts young students with a lofty mission. In the era of new media, college students are deeply influenced by the Internet, deriving new lifestyles and learning methods, and colleges and universities have the unshakable responsibility to become an important position for ideological guidance. As the cultivation object of ideological and political practice in colleges and universities, college students carry the triple responsibility of personal future, family trust and social expectations, and the ideological and political practice work of colleges and universities uses ideological and political education discourse as a link to connect the main body of education and the object of education, and uses dialogue and exchange at the ideological level to accurately locate the life plan of the future direction. In this sense, whether the practical work of ideological and political education is effective or not, the discourse of ideological and political education plays an irreplaceable role.

2.1.2 The discourse of ideological and political education of college students is the link between teachers and students

Ideological and political work in colleges and universities is that teachers transmit the content of ideological and political education to students through discourse communication, which is essentially to do the work in the ideological field of students, which has internal laws, that is, cognition- identity-internalization. Most college students have a certain reserve of knowledge and skills, form a certain framework of thinking and understanding, try to achieve their self-ambition at the university level, be good at handling things independently, require solitude, and complete things within their own abilities. However, while deciding to display their ambitions, young college students often have a strong sense of self and determination, and are prone to fall into the real dilemma of being difficult to distinguish between right and wrong and going astray. Under such circumstances, educators use ideological and political education discourse to convey information to educational objects, and when dealing with problems in the ideological field, they cannot blindly rely on coercive indoctrination and coercion, but use language to communicate and coordinate, understand and reason, and move with affection, so that the students can understand and identify from the heart, and eventually transform into action. At this level, the discourse of ideological and political education shoulders the heavy responsibility of communicating the main body and object of education, aiming to enable the two sides to reach a consensus, so as to effectively realize the cultivation, migration and internalization of concepts and norms, and ultimately implement the purpose of ideological and political education.

2.1.3 The discourse of ideological and political education of college students is the fusion of disciplinary discourse and instrumental discourse

The role of discourse as a link in communication is obvious to all, discourse is widely used in teaching in ideological and political work in colleges and universities, and everyone generally agrees that discourse is an instrumental system, which determines the instrumental function of ideological and political education discourse. As far as the discourse of ideological and political education is concerned, there is an essential connection between the discipline itself and its discourse, precisely because the discipline of ideological and political education naturally has the characteristics of solving problems and applying and implementing, and the main content it conveys, that is, political education, differs from general moral, legal education, and psychology education in that it has a social scope and a wide range of audiences. Moreover, the implementation of ideological and political education activities is by no means limited to the specific field of schools, but is oriented to the public, touching all kinds of groups of people and major fields, and the characteristics of this discipline determine the way and characteristics of ideological and political education discourse, thus determining the system structure of ideological and political education discourse.

As we all know, most college students regard ideology and politics as a compulsory discipline, defining its rationality and theorization, while ignoring the practical significance of ideological and political education and ignoring the essence of education conveyed by the discourse of ideological and political education. As a bridge for practical activities, ideological and political education discourse is

used to vividly interpret and effectively express ideological and political education activities with the help of ideological and political education discourse, and optimize the effect of educational practice activities.

2.2 Characteristics of college students' discourse on ideological and political education

2.2.1 The unity of theory and practice

The discourse of ideological and political education is both a disciplinary discourse and a tool discourse, which determines that the discourse of ideological and political education is a fusion of theory and practice. The discipline of ideological and political education has the most basic academic structure and theoretical system, so that the discourse of this discipline has the basic characteristics of theory, science, and extensiveness. From a theoretical point of view, ideological and political education, as a superstructure, to a certain extent reflects the state's understanding and reflection of social phenomena, and forms a unique theoretical framework and systematic understanding. The theoretical basis of ideological and political education is based on all the accumulation of Marxist theory before, the content of the teaching is mainly Marxism, as the objective truth of marxist theory endowed with the theoretical nature of the discipline of ideological and political education, from the landing level, ideological and political education discourse as an important way of expression for disseminating the content of ideological and political education is not static, but according to different situations and different time and space changes, the discourse expression form that is divorced from the specific situation does not exist, and the audience of ideological and political education discourse is very wide. The values of young college students have initially taken shape, and the discourse expression should be combined with theory and practice to seek the resonance of the main body of education and the object of education, and to avoid communication failures and faults, this kind of engagement is mainly manifested in the following two aspects, one is that the discourse of ideological and political education of college students must be based on the daily life of students, and the other is that the discourse of ideological and political education of college students should be consistent with the specific practice of the current practical contact of college students, only in this way can the discourse of ideological and political education play its maximum effectiveness.

2.2.2 Unity and multi-level unity

Ideological and political education in essence spreads ideological and political theory, social mainstream values and other spiritual content, which fully reflects the ideological nature of ideological and political education, as a way of dissemination of ideological and political education, ideological and political education discourse from the perspective of the national society, the overall grasp of the mainstream value dynamics and the overall trend of social thought, thus presenting a set of perfect ideological and political education discourse system, so ideological and political education and ideological nature stipulate the unity of ideological and political education discourse. From the non-ideological level, since entering the era of new media, especially under the impact of the Internet and the market economy, ideological and political education has been liberated from the shackles of the original authoritative discourse and theoretical discourse, reflecting the characteristics of ideology, the social relationship network in which individuals are located has integrated into an era pattern of open and pluralistic thinking and cultural inclusion, and the new era has put forward new requirements for ideological and political education discourse, that is, ideological and political education discourse must fully display the value orientation of individual students. Because it is important that for an uncertain and complex world, many different interpretations should be allowed to exist at the same time, and only a pluralistic expression of discourse can respond to changing social realities in a timely manner. Therefore, ideological and political education in colleges and universities should not only carry forward the mainstream values, but also reflect the needs of life and spiritual sustenance according to the self-realization needs of individual students, so as to build a discourse system of ideological and political education in more dimensions and levels.

2.2.3 Inheritance and developmental unity

The new ideas of any era are the reflection of the socio-economic politics of this era, and inheritance and development are the two aspects of the implementation process of ideological and political education discourse. Standing on the accumulation of previous Marxist theories, ideological and political education discourse contains the characteristics of objectivity, science, practice, etc., and at the same time, ideological and political education discourse is one of the disciplinary embodiments of the overall educational discourse, which inherits the general attributes and characteristics of

educational discourse, and contains its own disciplinary characteristics. Standing on the basis of the entire discourse of education, the discourse of ideological and political education is first implemented in accordance with certain rules of discourse practice. Second, ideological and political education discourse needs to be generated in a specific discourse field, not happening anytime and anywhere. Third, the discourse of ideological and political education is the link between the subject and object of education. Finally, ideological and political education discourse has the functions of narration, communication, evaluation, etc., inheriting advanced culture and educational discourse is the premise for the further development of ideological and political discourse, emphasizing inheritance at the same time should pay attention to giving play to their own strengths, combined with the actual situation of ideological and political education practice in the Internet era and colleges and universities, develop on the basis of inheritance, and maximize the unique disciplinary characteristics such as the explanatory function, construction function and evaluation function of ideological and political education discourse.

3. The practical dilemma of innovating the discourse of ideological and political education of college students

The effect of the ideological and political education practice activities of contemporary college students is not ideal, and the challenges faced by ideological and political education in colleges and universities are highlighted specifically in terms of discourse expression, which is that the discourse expression method is not attractive enough to college students in the new era, cannot arouse resonance and recognition, and faces the dilemma of gradual failure among college students.

3.1 Internet discourse occupies the position of ideological and political education discourse

In the context of the current development of the Internet era, a variety of mixed discourse systems are fiercely competitive, and strive to win a place in the spiritual field of the audience, once a variety of good and uneven discourse systems are squeezed, there will be many unhealthy and immoral ideas cloaked in “universal values”. Some Western ideologies under the banner of “democracy and science” infiltrate negative values, try to use “word games” to smear the truth of the country and history, and then steal concepts, stifle facts, and reverse black and white, such phenomena have changed their taste under the “processing and polishing” of the network machine, aggravating the confusion and harmfulness, resulting in some young college students blinded, it is difficult to get rid of the false and the true, and they fall into the confusion and confusion of the contradictions in thinking, so that they have a resistance to the discourse system of ideological and political education, and a deviation from the understanding of the national road. We cannot correctly apply a dialectical and objective attitude to social issues. At the same time, the development of social trends has spawned many innovative discourses that have impacted the position of mainstream values propaganda discourse, and entertainment discourses and Internet popular discourses have occupied the spiritual territory of some college students with overwhelming momentum, reducing the popularity and influence of mainstream values. Although the Internet era provides a new platform for ideological and political education discourse, the particularity of the network platform, that is, the equality of the dialogue status of the subject and object of discourse, is only copied and pasted, and still unilaterally instilled political theory, divorced from the life of young college students. Moreover, the long-term indoctrination of political correctness is easy to make college students have psychological aesthetic fatigue, if only the traditional ideological and political education discourse platform is transformed into the Internet space, then the deeper and more essential content is difficult to complete the transformation with the times, the ideological and political education discourse system will face the danger of being replaced, and it will inevitably make young college students resist, so that the mainstream ideological discourse spread by means of ideological and political education discourse will gradually be immune and rejected. This is one of the dilemmas of innovating the discourse of ideological and political education of college students.

3.2 The characteristics of "speaking rationally" that are solidified in the discourse of ideological and political education of college students

In everyone's concept, the “reasoning” of ideological and political education discourse seems to be innate, most ideological and political education practice activities convey relevant ideological theories through the expression of reasoning, and the current reasoning method of ideological and political education discourse is difficult to achieve considerable results, because the discourse leaves the

common communication context of subject and object. In fact, in the actual ideological and political education activities, once the theory is divorced from the reality of life of the object of education, it is difficult to achieve the perfect path of trying to reconstruct the spiritual structure of the educated person with perfect logic. As the philosopher Chen Jiaying said: "Reasoning is not an abstract process that has nothing to do with the reasoner and the reasoner, and having similar experience is a necessary condition." In the era of ideological and cultural integration and agitation, it is generally difficult for educational subjects and educational objects to reach consensus on ideology, and it is therefore difficult for discourse to play a practical role on the basis of shaky consensus.

In addition to the difficulty of sorting out the discourse of ideological and political education on the basis of seeking common ground, there are also defects in the issue of exchanges, and the current reasoning mode of ideological and political education discourse is from reasoning directly to cognition, and the importance of exchange and dialogue is often ignored. In Habermas's view, "communication is the process of mutual understanding and all activities between people through dialogue." When communicating and dialogue according to Habermas's thinking, the discourse of ideological and political education is an important process in the dissemination of information in the education of the subject and object. The actual ideological and political education activities often ignore this important link, most educators are only as the "intermediaries" and "mouthpieces" of the mainstream ideology, and the one-dimensional "preaching" cannot touch the bypass and integrate a variety of factors that affect the way of thinking of young college students to serve the reasoning education, so that they are moving towards the situation of reading the science according to the script and drawing the gourd according to the pattern. Teachers should be enlightened, and the main body of education should be educated first, and become a supporter of advanced social trends and supporters of national political parties. The pure preaching model of educators will gradually produce a dilemma of "difficulty in the brain" among young college students.

3.3 College students' ideological and political education discourse has fallen into the dilemma of aphasia

The discourse system of ideological and political education that has long been based on the authoritative foundation of ideological and political education in colleges and universities has been indoctrinated in one direction to college students, so why does the discourse of ideological and political education fall into the nest of aphasia? The discourse expansion of educational subjects in ideological and political education exchanges makes us ignore the discourse performance of the educated. In the traditional mode of education, there is a teacher-student relationship of "teacher teaching, students are taught, teachers know everything, students know nothing", in such an educational situation, students must be silent, restrained and suppress the ideas in their hearts and express desires, in the contemporary college ideological and political education classroom still continues this teaching mode, most students silently accept the knowledge and theory conveyed by teachers, and rarely bring into the role state to express their opinions. On the other hand, due to the infiltration of traditional social history and culture, although it comes to the stage of university education where the cognitive law and subjective consciousness are more mature, students still have an innate admiration for teachers and an unconditional sense of identity, in the process of ideological and political education, teachers are the protagonists, they only need to weigh what kind of way students should accept knowledge to complete teaching tasks. The student is only a supporting role, carefully standing around the protagonist, obeying the order and obeying the arrangement, digesting and understanding the content conveyed by the teacher in time, the student should only obey the order, if there is any doubt or objection, he must also wait for the teacher to assign the opportunity to express before elaborating. Not only that, teachers control the content and nature of students' conversations, and the phenomenon of teachers' discourse swelling and students not saying a word has led to the dilemma of aphasia of ideological and political education discourse, and teachers cannot get a response when they make deafening calls.

4. The innovative path of discourse in college students' ideological and political education

The problem is the weather vane of the times, the outward manifestation of the real situation of the times. The discourse of ideological and political education of college students is externally occupied by online discourse, and internally it is trapped in the nest of rationality, and most of the discourse education is difficult to cut into the focus of young college students' concerns, so that the persuasiveness of ideological and political education content is declining day by day. Therefore, as an educational medium that directly exerts influence on the spiritual field of young college students, the

innovation of ideological and political education discourse should be paid attention to, and discourse innovation mainly solves the content and form of ideological and political education work in colleges and universities, that is, the problem of “what to say” and “how to say”. To enhance the subjective status of college students' ideological and political discourse, we will innovate in four aspects.

4.1 Set the theme of discourse based on “real problems”

Practice tested by concepts is not objective, and the correctness of ideas should be confirmed from the perspective of material practice. If the discourse of ideological and political education wants to get rid of the traditional discourse of reason, it must abandon the metaphysical scholastic model, return to objective events, and ensure the rigor, truth, and objectivity of discourse, for which chairman Mao Zedong once pointed out: “The only real theory in the world is the theory that is abstracted from objective reality and proved in objective reality.” However, as intellectuals in the new century, young college students have initially formed a way of understanding the world's real things, and have a strong ability to think critically. It is difficult for empty dogmas to work, and it is difficult to easily change the value orientation and decision-making methods of young college students with a theoretical heart, so the source of the discourse theme of ideological and political education in colleges and universities must be scientific theories based on practical problems, requiring theories to originate from practice and be tested in practice.

4.2 Construct a living expression of ideological and political education discourse

The discourse of ideological and political education in colleges and universities often gives people the impression of being unpredictable, strong in learning rationality, and it is very easy to have a sense of distance from young college students, and how to maintain rigorous logic and profound academic rationality without losing affinity is the key to innovating the discourse of ideological and political education of college students.

Socrates pulled philosophy back from heaven to earth, and he made good use of “spiritual midwifery” to seek self-esteem, enlighten thinking, and finally know man himself. The same kind of grounded ideological and political education discourse can also pull obscure ideologies back from heaven to the human world, so that they can be recognized and accepted by the public. In this regard, Lenin pointed out the need to use easy-to-understand words to express ideas, and to abandon terms that are too rational. The discourse of ideological and political education in innovative colleges and universities first requires the main body of education to adopt easy-to-understand and interesting discourse, and to popularize the blunt theory. In this regard, president Xi made a good example of transforming the “classy” superstructure into a common saying of “down to earth”, Xi put forward a lot of works on deepening the anti-corruption struggle, and when faced with ecological and environmental problems that are increasingly neglected due to industrial development, Xi pointed out that “it is better to have green waters and mountains than golden and silver mountains”, in the report of the 19th National Congress of the Communist Party of China, Xi Jinping used “it is by no means easy to achieve” to show that there is still a long way to go to realize the great rejuvenation of the Chinese nation in the future. The general secretary's life-like words have narrowed the distance of dialogue with the people and eradicated the barriers of discourse. Ideological and political educators in colleges and universities can learn from the discourse expression methods, and relay the blunt theories to students in vivid expressions to increase the attractiveness of discourse. When a thought with a theoretical basis is expressed in a humorous and interesting language, the derived teaching effect is also twice as effective, in fact, the grand narrative of the state society that is separated from personal needs has been proved by history to be difficult to work among young college students, and the obscure text interpretation gradually weakens the vividness of the discourse of ideological and political education, so educators should change the way of discourse expression, and in a vivid way, the content of the monolithic rational discourse subtly enters the hearts of the audience.

4.3 Enhance the discourse subjectivity of young college students

College students' ideological and political education discourse is increasingly moving towards aphasia, on the one hand, due to the teacher's one-way indoctrination, the status of the dialogue between the subject and the object of education is unbalanced, on the other hand, the participation of young college students themselves is not strong, resulting in a long-term weak position in discourse, in view of the problem of one-way indoctrination of educational subjects, teachers should take the

initiative to guide the speculative expression of ideological and political education discourse, and gradually transition to the two-way goal of both affirmation and negation. For the problem of the weakness of young college students' own discourse, the discourse subjectivity status of college students should be enhanced.

In the wave of the Internet age, young college students have also been given the right to speak, and even more so in the practice of ideological and political education, everyone is a self-media, full of desire to express, to innovate the discourse of ideological and political education, it is necessary to change the traditional mode of education in the teacher's control discourse expression, fully respect the subjective status of students. First of all, teachers should face up to the differences between themselves and students at the level of ideology and cognition, and conceptually reverse the subordinate relationship between teachers and students in the traditional teaching model. Secondly, teachers should give students chances to speak out as much as possible. For example, if the teacher praises the student for being smart, and the student's future behavior is easily guided by such praise to keep themselves smart, the result will be counterproductive. On the contrary, if you praise his efforts, this is to describe a fact, the result is that he will continue to work hard, so if the original labeling behavior is rationalized, it will bring about an indelible mindset. Finally, under the premise of respecting the ideological and political and subjective nature of college students, we should advocate rationality and peace, restrain impulses, and abandon verbal violence. The Internet provides a platform for college students to express their discourse, but at the same time, college students are placed in the negative discourse field such as "network anger", "network trolls" and "internet scolding war", and rational expression has become an important guarantee for college students to enhance their subjective status.

5. Conclusion

In summary, college students' ideological and political education discourse faces many problems in the process of practical application, such as the emergence of online discourse in the external Internet era to occupy the position of ideological and political education discourse, the solidification of the internal ideological and political education discourse system and the rational characteristics, coupled with the actual problems such as the one-way discourse expression trend of the education subject and the weakening of the subjectivity of the education object in specific practice. Ideological and political education work, as the mouthpiece of the mainstream ideology of the party and state policy theory, if it is to play a practical role in the channel of dissemination among college students, while facing internal and external crises, it is necessary to innovate the way of expression of ideological and political education discourse, base itself on practical problems, pay attention to the individual values and needs of young college students, change the way of expression, and nourish people's hearts with vivid and vivid expressions to achieve subtle results.

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