

A Brief Analysis of the Interactive Ideological and Political Education of Colleges and Universities in the Context of Self-media

Zheng Luo*

School of Marxism, Shandong Women's University, Jinan 250358, China

*Corresponding author: 785093932@qq.com

Abstract: The main target of the ideological and political education work in colleges and universities is the college students in the growth stage. The arrival of the we-media era has brought a series of impacts and challenges to the ideological and political workers and college students in colleges and universities. The focus of ideological and political work in colleges and universities should also be based on fully clarifying the challenges faced by the dual subjects of ideological and political education in colleges and universities in the era of self-media, and follow the principles of changing according to events, advancing with the times, and creating new ones according to the situation, highlighting the context of the self-media. With the new feature of the interactive influence between the dual subjects of education, efforts are made to explore the paths and countermeasures for the high-quality improvement of the affinity and effectiveness of ideological and political education.

Keywords: Self-media, subject interaction, colleges and universities, ideological and political education

1. Introduction

With the rapid development of electronic information technology, self-media as a new tool and platform for information dissemination and communication has emerged. "We Media" in English is "We Media", which refers to the general public as a private, popular, generalized, and autonomous disseminator, after linking with the globalized knowledge system through digital technology, in order to provide or share them. A general term for new media that uses modern and electronic means to deliver normative and non-normative information to an unspecified majority or specific individuals. It has increasingly become a network communication carrier and platform for individuals to publish events they have seen and heard with their own eyes. The rapid development of self-media enables massive amounts of information to be disseminated and shared interactively by individuals, and everyone can make a voice. We-media is favored by college students because of the equality of subjects, the mass of interactive content, the rapidity of speed, and the diversity and vividness of communication forms. Form, psychological state and value.

2. Strengthening the interaction of subjects is the inherent requirement of ideological and political education

Interactivity is a relatively broad concept, and it is the most prominent feature of the self-media era, and its application in different fields has different meanings. In the field of computer and multimedia, interactivity mainly refers to the user inputting instructions to the computer through the man-machine interface, and the computer presents the output result to the user after processing. The interaction process is a process of input and output. Subject interaction was originally a social ethics concept to express the relationship between subject and object in interpersonal communication. Husserl emphasized that the interactive subject is reflected in the "I"'s experience of "others" and the interaction with others. sex. Habermas transformed Husserl's theory from the perspective of "communicative rationality". He believes that subject interactivity is the mutual recognition and mutual understanding between subjects mediated by communicative behavior, and points out that communicative qualification (the quality and ability that subjects possess in communicative behavior) is the premise and basis for the generation of subject interactivity. The theory of subject interaction breaks through the barriers of "solipsism", transcends the traditional thinking frame of "subject and object" and the tension and conflict between subject and object, and highlights the interaction of activities between two subjects or multiple subjects.

In the ideological and political education work in colleges and universities, both the educator and the educated are the main body of educational practice, and both have autonomy and initiative. In the era of self-media, we can express the interaction of subjects as the two-way or multi-directional interactive activities between teachers and students in the process of ideological and political education. The essence is also the root of the scientific, artistic and effective ideological and political education. Pay attention to the subject interaction of the educational process. Through mutual respect and mutual recognition, mutual interaction and communication, the dual subjectivity of teachers and students is demonstrated to realize the interactive influence, resonance of the same frequency and the same direction of the educated, so as to achieve The educational purpose of ideological and political education is an inevitable choice to conform to the social development in the we-media era, and it is also an inherent requirement to improve the pertinence and timeliness of ideological and political education. It can be said that highlighting the element of subject interaction is a new way of thinking to do a good job of ideological and political education in colleges and universities in the new era.

3. The challenge of self-media to ideological and political education in colleges and universities

The rapid arrival of the self-media era has brought a violent impact on the ideological and political education work in colleges and universities. With its own characteristics, we-media not only brings new challenges to the traditional ideological and political education in colleges and universities, but also brings new opportunities to the inheritance and innovation of ideological and political education in colleges and universities.

3.1. The basic characteristics of self-media

3.1.1. Autonomy

The emergence of self-media makes the information transfer between subjects have more independent individual selectivity in both content and form. This poses a challenge to the traditional ideological and political education model in which the content and form of education are dominated by teachers and delivered to students in one direction. Students who are educational recipients are deeply influenced by self-media. Its subject consciousness has been strengthened, and in the selection of educational content and methods, it has begun to deliberately avoid external influences from educators, and strengthen the intention and requirements of independent choice.

3.1.2. Fragmentation

The instant and rapid dissemination of information from the media has led to the widespread dissemination of massive information with incomplete content and incomplete internal logic, and individual audiences have become more and more accustomed to and willing to accept brief and intuitive information. This trend of fragmented information dissemination not only causes great differences in the dissemination effect of the same thing or information due to differences in individual choices and understandings, but also leads to an impact on the systematic ideological and political education led by teachers.

3.1.3. Multimedia

This refers to the diversity of the media itself. We-media is not a single medium. It usually includes platforms such as Weibo and WeChat that can carry information such as text, pictures, games, e-sports, music, TV series, movies, variety shows, MOOC videos, and animation. The multi-media nature of we-media not only brings diversification of information receiving channels to students, the subject of education, but also due to the diversity and randomness of we-media's temporal and spatial dissemination, it is difficult for teachers and students to achieve sufficient information between teachers and students. Share, discuss, communicate and interact.

3.1.4. Low confidence

Due to the secrecy of the Internet and the low threshold of self-media creation requirements, all kinds of people can randomly set up self-media platforms. In addition, the legal regulation of self-media is not perfect, which not only gives some self-media people the space to "do whatever they want" , and some self-media will publish some information just for the pursuit of click-through rate out of the mentality of rushing for success and brushing traffic, thus ignoring the authenticity of the information and reducing the credibility of the information being disseminated. The widespread dissemination of a large number of low-confidence information will inevitably weaken the effect of mainstream ideological and political

education.

3.2. The predicament of ideological and political education in colleges and universities under the environment of self-media

3.2.1. The subject consciousness of the educated is not strong

The subjectivity of the educated is manifested through his relationship with the educational content, educators and their interaction. In the self-media environment, the subject consciousness and subject status of the educated need to be further strengthened. In the face of diversified and popularized self-media, educated people often only position themselves as end-users who obtain information through self-media platforms, and seldom consider themselves to be the subject of ideological and political education. Therefore, they often do not pay attention to self-media. The filtering and screening of information has resulted in the weakening of the subjective consciousness of the users of the self-media to improve their ideological and moral cultivation and political quality by means of the self-media. Coupled with the rapidity, multi-point and virtual nature of information dissemination from the media, the information may be fermented by Internet hype and far from the actual situation. The ideological concept, value orientation and psychological growth of college students whose "three views" have not yet been finalized have a negative impact and impact.

3.2.2. Educators have poor interaction skills

The strength of the educator's own active interaction ability is the main factor affecting the effect of ideological and political education. In the face of the mass and rapidity of information dissemination in the we-media era, educators' control over information content has weakened. It can not arouse the interest and resonance of the students, and even cause the students to avoid or resent it. Although some educational subjects will also use the convenient means of we-media to improve the way of ideological and political education, they are limited by the update speed and effectiveness of their own knowledge systems, and their ability to use we-media is weak, and they are often only limited by the use of we-media. Notice, announcement system, increase the frequency of contact, and still use the traditional single stereotyped text expression transmission method when doing specific ideological and political education work, which has led to the serious weakening of educators' discourse dominance and reduced the leading role of teachers in the self-media environment. effective performance.

3.2.3. The field of self-media needs to be purified

The new generation of network technology continues to innovate and make breakthroughs. Digitalization, networking, and intelligence are developing deeply. Network technology has penetrated into all aspects of social life. At present, the number of online video users in my country has reached 759 million, accounting for 8.8% of the total number of Internet users. The number of mobile Internet users in China has reached 847 million. In the first half of 2019, the average online time of Internet users was 27.9 hours per week. In terms of structure, students are still Chinese The largest group of netizens. The revolutionary change in the way of information dissemination has greatly broadened the space and channels of ideological and political education in colleges and universities, and has contributed to the improvement of the effectiveness of ideological and political education; however, the openness, virtuality and hysteresis of supervision from the media often lead to The authority of the teacher-led ideological and political education for college students has been weakened. In addition, various negative information or trends of thought that promote money worship, hedonism and extreme individualism are flooding the self-media network, which will inevitably erode the ideas of college students and affect their health. growing up. Therefore, in order to ensure that the interaction between teachers and students is effective in the process of ideological and political education, it is necessary to regulate and purify the logic system, content composition, value orientation, and mode carrier of self-media information dissemination.

4. The Path of Implementing Subjective Interactive Ideological and Political Education in the Age of We-Media

The rapid development of we-media has brought new challenges to ideological and political education in colleges and universities in the new era. These basic principles must be followed in order to innovate the ideological and political education work in colleges and universities. It is an inevitable choice for the innovative development of ideological and political education in colleges and universities in the we-media era to construct and create a mechanism and path for the effective interaction of teachers and students.

4.1. Strengthen subject consciousness education and ability training

4.1.1. To highlight the main role of teachers

While undertaking the task of imparting professional knowledge, teachers should actively perform the function of ideological and political education, and effectively achieve the organic combination of teaching and educating people. This is the key content of the construction of college teachers in the new era, and it is also an important part of the current ideological and political construction of college courses. real-world problems to be solved. The survey results of the ideological and political status of teachers and students in colleges and universities show that the first factor that affects college students' thoughts, words and deeds is the quality and ability of professional teachers.[1] Therefore, the focus of interactive ideological and political education is to strengthen the play of the main role of teachers. To this end, first, it is necessary to extensively carry out the publicity and education of teachers' subject consciousness of educating people, constantly strengthen teachers' subject consciousness, enhance teachers' subject status, highlight teachers' leading role, and further create an excellent atmosphere in which teachers are the key protagonists of educating people. Second, it is necessary to combine the ideological and political construction of the curriculum, and effectively improve the ideological and political education ability of teachers from the aspects of moral education ability to improve teaching skills and teaching art training, teacher morality development, responsibility and sense of responsibility training. [2]Third, teachers, especially ideological and political education teachers, should fully understand and actively adapt to the macro background and trends of ideological and political education, strengthen their sense of responsibility, constantly self-pressurize and motivate themselves, consciously and actively change their work style, and play a good role in ideological and political education. The main role, assume the leading function.

4.1.2. To respect the subject value of students

The improvement of students' ideological and political literacy is the starting point and final destination of ideological and political education, and it is very important to play the internal role of students as the subject of education. The inner main role of the growing college students is not produced spontaneously, and educators need to exert a targeted influence on the basis of fully respecting the students' main needs, personality characteristics and development goals. On the one hand, educators should respect the diverse needs of students on the basis of equal communication and interaction. In particular, educators should grasp the high-level needs of students to achieve self-development and win social respect, and based on helping college students to achieve these needs, integrate the goals of educators with the value needs of the main body of students, and promote external education expectations and educated people. Effective combination of subject self-education.

On the other hand, it is necessary to fully stimulate the individual potential of students. The play of the main role of students is closely related to their personality potential. It can be said that every educated person contains a strong self-potential. Ideological and political education should focus on finding the points of convergence with students in terms of goals and carrier methods, and strive to achieve the goal of enlightening self-consciousness in the process of walking in the same direction and resonating at the same frequency.

4.1.3. Improve the level and level of interaction

The key to the role of teachers and students is the degree and level of interaction between them. The speed of knowledge update and dissemination in the self-media era exceeds any previous period, and teachers are no longer the representatives of knowledge authority. In order to give full play to the role of teachers in educating people, in addition to constantly updating knowledge and improving professional quality, teachers should take the value guidance of students as the key to educating people. To this end, first of all, it is necessary to establish a harmonious new teacher-student relationship on the basis of respecting students' individuality. Treat students as equal subjects, and pay attention to heuristic guidance, inquiry guidance, and advisory guidance to students. Second, to expand the value carrier. Actively seek consensus with students on world conditions, national conditions, social conditions, and views on history and life, in terms of breadth and depth of knowledge, development goals and planning, interpersonal communication and communication, life attitude and value orientation, psychological maturity and health, etc. Improve the level and level of interaction, and give full play to the value-leading effect of teachers on students. Finally, we must be good at building a convenient activity scene for teachers and students to communicate online. On the basis of sufficient research, we should give full play to the strong interactive advantages of network media, effectively integrate into the network environment that teachers and students are accustomed to and are familiar with, listen to students' voices, collect students' opinions,

and strive to innovate new models of teacher-student interaction.

4.2. Create a new carrier of interactive ideological and political education

The effectiveness of interactive ideological and political education not only depends on the extent to which teachers and students play a two-way main role, but also on the carrier and channel construction of the interactive role. At present, although the main carrier of ideological and political education is still the classroom, in the We-Media environment, the space and carrier of ideological and political education have undergone new changes. Not only the classroom in the traditional sense is extending to self-media or other cyberspaces, but also the means and methods of education have undergone new changes with the times. Therefore, it is necessary to create a new network carrying system for interactive ideological and political education.

4.2.1. Create an all-media network ideological and political space

While responding to the challenges of self-media, colleges and universities must make good use of the advantages of network self-media to break the time and space limitations of traditional ideological and political education, continuously extend the coverage of educational objects, and turn educational venues into social and open three-dimensional educational venues. At the same time, it is necessary to follow the operation rules of the we-media, take the promotion of student development as the orientation, make full use of the communication advantages of the Internet and the we-media platform, innovate the carrier and model of online education, and promote the effective use of teachers and students in the we-media field. Frequency and depth of interactions.

4.2.2. Cultivate the backbone team of network management

The mass of information in the self-media era and the uneven content of good and bad content, it is necessary to play the role of the "gatekeeper" of the main body of education. On the one hand, it is necessary to set up a team of network supervisors with student political counselors, teaching secretaries, and teaching supervisors as the backbone. Their responsibility is to filter and control teachers' online course resources to prevent the spread of bad information. On the other hand, Peiyou has formed a backbone team of students with opinion leaders as the main body. On the basis of systematic training, the cadres and student party members of the class and regiment shall be trained as opinion leaders of the student group, and they shall be given the responsibility of supervising the campus easy classes and the students' Dutuan Weibo and WeChat public accounts, so that they have the right to control all kinds of campus networks. The information is screened to remove the "goalkeepers" who decide to choose and choose, and give full play to their peer education role in the guidance of self-media Austrian theory. At the same time, the backbone of these students will be trained as informants for the school to collect opinions on democratic management and decision-making from teachers and students.

4.2.3. Enrich network information supply

The impact of we-media on ideological and political education is mainly reflected in the diversity of information supply and the autonomy of individuals to choose information. In the face of the impact, ideological and political workers in colleges and universities should not give up their positions on their own initiative, but should rise to the challenge and take the initiative. Turn disadvantage into advantage. First, we must work hard on the creation and content supply of self-media platforms. The ideological and political work of colleges and universities in the era of self-media cannot be absent or out of place, nor should the response be delayed or aphasia, but should be actively built, which should not only create a campus self-media platform with a high degree of controllability, convenient operation, love to hear, and high student participation, and follow the principles of ideology, knowledge, practicability, agility, and visibility to greatly enrich the information supply of the self-media platform to ensure that the campus self-media platform can always promote truth, goodness and beauty, sing the main theme, and spread positive energy. Second, we must be good at integrating network information resources. We-media on campus is not a private place. We must, in an open attitude, meet the needs of students to absorb diverse information, extensively integrate network information resources, and strive to ensure that network information related to students' development needs, beneficial to students' growth, and consistent with students' expectations. The key can be checked, the network can be connected, and the integration can be done. Third, it is necessary to strengthen the education of online rule of law and online morality. Too much negative information on the Internet can easily induce psychological panic of college students and escalate negative cognition, which has adverse effects on college students' psychology and behavior. It is necessary to guide students to start from themselves and regulate their own online behavior based on the law; it is necessary to strengthen the education of online morality, improve the self-discipline and

responsibility awareness of college students in the field of self-media, and guide students to use self-media in a civilized and rational manner.

4.3. Improve the communication qualifications of educational subjects

Communication aptitude is an important concept in Habermas' theory of communicative behavior. It refers to the ability of speakers who are oriented towards mutual understanding to fully explain reality by constructing perfect sentences, at least including mental ability (cognitive ability), speech aptitude, the ability to reflect on their own behavior. In short, it is the language literacy and language ability that an individual should have in communication behavior. [3] The quality and effectiveness of ideological and political education have specific requirements for the interaction qualification and promotion of interactive subjects.

First of all, it is necessary to improve the cognitive ability of the main body of ideological and political education. For ideological and political educators, they must improve their basic literacy, professional reserves, and educating abilities; they must adhere to the guidance of scientific theories, be good at spreading positive social energy, actively explore and integrate educational resources, and be good at making the most of the situation. For ideological and political educated people, they must continuously improve their knowledge accumulation and ability building; they must actively accept, recognize and understand the guiding role of teachers, and realize that university is the golden age of life. It is an important stage of perfecting the personality; it is necessary to consciously use the self-media, carry out equal dialogues and active exchanges with teachers and students, and consciously transform one's subjective world in the field of self-media, so as to demonstrate one's dominant position in ideological and political education.

Secondly, it is necessary to improve the language expression ability of the main body of ideological and political education. To teach the two-way interaction of the subject, dialogue and communication are necessary. The main body must have good language expression ability to improve the effectiveness of ideological and political education. For this reason, both teachers and students of ideological and political education should consciously improve their language expression, control and construction capabilities in the context of self-media, and should be good at using network advantages and operational skills to enhance the content and method of language expression and self-media. improve the interpretive and reasoning power of language.

Finally, it is necessary to enhance the self-reflection and critical ability of the main body of ideological and political education. Practice is the foundation of knowledge, and knowledge is the guide of action. Restricted by subjective and objective conditions, cognition inevitably has limitations, which in turn affects people's actions. To effectively improve the quality and effectiveness of ideological and political education, both teachers and students of ideological and political education should make efforts in the cultivation and improvement of self-reflection and critical ability. Teachers should adhere to the attitude of inward-looking and life-long learning, keep pace with the times and carry out self-innovation, and constantly use new knowledge and concepts to revise their own educational theories or concepts that are not in line with the development of the times; students Subjects should recognize their own imperfections and immaturity, and understand the gaps and deficiencies in knowledge, ability, thinking level, practical experience, etc. in the process of their own growth and development, and be good at learning from teachers, classmates, books, and practice; constantly realize themselves For development and self-transcendence, we must consciously use new experience, new understanding, and new practice to enrich and improve ourselves, and we must seek to improve the quality and effect of dialogue between educational subjects in the process of high-quality interaction, which is manifested in ideological and political education. subjectivity in activity.

4.4. Give full play to the synergistic function of hidden educational elements

From the perspective of the whole process, all staff, and all-round education, it is necessary to consider not only the interaction between teachers and students in the first classroom, the second classroom, and the third classroom (network), but also the hidden educational elements in the campus. collaborative education. Implicit education refers to the means and methods in which educators indirectly influence the thoughts and personalities of educational objects through hidden educational factors in accordance with certain social purposes and requirements. The carrier of implicit education is usually materialized. There are two types of elements and non-materialized elements, which together constitute the fourth classroom of educating people. The materialized elements mainly include campus environment,

campus architectural style, teaching and living facilities, etc.; the content of non-materialized elements is extremely broad, such as school spirit, campus culture and spirit, campus public opinion tradition, rules and regulations, etc.[4] Colleges and universities should pay attention to making full use of the characteristics of visualization, visualization and speed of self-media communication, and widely spread the hidden education elements such as school ethos, campus culture, and campus environment. Education achieves the effect of subtle, moisturizing and silent, and enhances the interactive influence of teachers and students in the fourth classroom environment.

4.4.1. Adhere to the culture of people and carry forward a positive school spirit

Strengthening the construction of school spirit should not be just a slogan or a formality, but should be carried out in a solid way in combination with the actual situation of colleges and universities. First of all, it is necessary to deepen the understanding of the fundamental task of Lide Shuren. In the new era, there must be a new atmosphere and new actions. Colleges and universities should use Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, especially Xi Jinping's important expositions on education to guide the reform and development of colleges and universities, grasp the historical orientation of education, adhere to the correct direction of running schools, clarify the fundamental tasks of education, and understand the essence of education Requirements, highlight the Chinese characteristics of education, promote the development of the school's connotation, continuously improve the quality of running schools, and earnestly fulfill the new mission of colleges and universities to educate people for the party and the country. Secondly, it is necessary to improve the campus governance system and management system. To form a good school spirit, the key lies in the system, and the key lies in the implementation. It is necessary to actively implement the all-factor governance of school spirit construction, and provide a systematic guarantee for the construction of a good school spirit.

4.4.2. To standardize the construction of teachers' morality and style of study

First, strengthen normative guidance and deepen the construction of teaching style. The report of the 19th National Congress of the Communist Party of China specifically emphasized the need to strengthen the construction of teachers' morality and style and cultivate a team of high-quality teachers. Colleges and universities should focus on the construction of teachers' morality and style, advocate the establishment of teachers' morality and grasp the teaching style, and promote teachers' ideological and political work to strengthen their ideological and political work. Strengthen the formation of academic personality. Secondly, highlight the development of education and cultivate a good style of study. It is necessary to follow the "four-self" requirements of self-education, self-management, self-service, and self-discipline, formulate corresponding study style construction goals for students at different levels, take appropriate study style construction measures for different types of students, and carry out research for different stages of learning. The construction of study style; it is necessary to strictly cultivate education, standardize the education and management of daily behavior; to expand the carrier of activities, strengthen students' self-education, and guide students to establish clear learning goals.[5]

4.4.3. To deepen the function of campus culture to educate people

University campus culture is an important element in shaping people, guiding them and motivating them. To strengthen the construction of campus culture, it is necessary to take the faculty as the leader, the students as the main body, the self-media as the platform, and the purpose of improving the students' literacy, and comprehensively use the student union, the Youth League committee, the association of associations, the volunteer association and other organizations to carry out a wide range of themes. Campus culture construction; it is necessary to actively organize cultural activities and events with distinct themes and various forms, to enhance the taste of campus culture, and to create a cultural atmosphere of positive and innovative development; to make full use of the school history museum, archives, alumni records, professor walls or Promote the mainstream campus spirit through channels such as the list of professors; through campus environment purification and beautification projects, enrich the campus humanistic atmosphere and realize immersive environment education.

4.4.4. To form a joint force of education

The openness of information flow in the we-media era requires that the ideological and political education in colleges and universities should also uphold the concept of openness, integrate various social resources, and give full play to the combined force of educating people. First of all, it is necessary to integrate the curriculum resources in the society, especially the integration and utilization of the ideological and political education resources of the fortune grid, including the curtain class, the online education of Yiban, and the platform of learning Qiangtong. Secondly, it is necessary to integrate practical curriculum resources, and make good use of practical resources such as practice practice bases,

red education bases, innovation and entrepreneurship bases, and demonstration sites for reform and opening up to carry out participatory education. Finally, make good use of parental educational resources. School education and parent education are basically the same in the goal of student growth. Schools should establish the awareness of family-school-educational community, pay attention to the extension and supplementary role of family education resources in college education; pay attention to feedback students' performance in school to families, and provide parents with educational ideas and arts according to the characteristics of college students' physical and mental development, especially the relevant knowledge and methods of psychological construction, to promote the improvement of the theoretical level and educational skills of parents, and to integrate the joint force of family education through home-school interaction.

In a nutshell, the emergence of self-media has transformed the mode of information dissemination from centralized to divergent and from closed to open. It can be expanded and the timeliness is greatly enhanced, and it also brings great challenges to the teachers and students of the ideological and political education in colleges and universities. The autonomy and interactivity of the we-media, as well as the compatibility of diverse information, will inevitably require that the ideological and political education work in colleges and universities should be good at using new media to improve the interaction between the two subjects of ideological and political education in terms of content, elements, carriers, methods, and environment. The kinetic energy and efficiency of influence will further expand the new pattern of ideological and political education in colleges and universities.

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