

New Challenges and Countermeasures of Ideological and Political Education in Universities under the Background of Internet Plus

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Abstract: This paper discusses the new challenges and countermeasures faced by the university's ideological and political education (IPE) under the background of internet plus. With the rapid development of Internet technology, university IPE is facing new challenges in information overload, personalized demand, pertinence and effectiveness of educational content, students' information literacy and critical thinking ability. Given these challenges, the paper proposes a range of solutions, encompassing bolstering the integration of ideological and political courses with the internet, enhancing the relevance and efficacy of educational materials, and fostering students' information literacy and critical thinking skills. By enacting these measures, we can more effectively align with the evolution of the internet era, elevate the quality and impact of IPE, and propel the comprehensive development of university students alongside the cultivation of their values.

1. Introduction

Amidst the rapid advancement of information technology in the era of Internet Plus, the Internet has emerged as a pivotal aspect of daily life, ushering in significant transformations and hurdles across various sectors, education included. Within university education, Ideological and Political Education (IPE) has long been recognized as a cornerstone of students' holistic development, aimed at steering them towards cultivating sound worldviews, life perspectives, and values [1]. Nevertheless, with the ongoing proliferation and evolution of Internet technology, university IPE finds itself confronting unparalleled challenges.

The traditional IPE model can no longer meet the increasingly diverse learning needs and information acquisition methods of students. The explosive growth of internet information leads to the phenomenon of information overload, and it is often difficult for students to filter out valuable content from massive information [2]. At the same time, social media, online games and other emerging forms of entertainment have also had an impact on students' ideas, and traditional IPE courses are often difficult to attract students' interest [3].

This paper aims to investigate the emerging challenges confronting university IPE amidst the backdrop of Internet Plus, and propose appropriate responses. By conducting a thorough analysis of the impact of Internet technology on university IPE and devising tailored reform strategies, we can effectively advance university IPE to align with contemporary trends. This endeavor seeks to furnish robust backing for nurturing individuals with comprehensive development in morality, intelligence, physical fitness, and aesthetics, thus contributing to the cultivation of socialist builders and successors.

2. Challenges of university IPE in the context of internet plus

2.1. The influence of technological development on university IPE

First of all, Internet technology provides college students with broad information acquisition channels and learning resources, which greatly enriches their knowledge reserves and learning experience [4]. However, at the same time, the explosive growth of Internet information has also

brought the problem of information overload, which makes it difficult for college students to effectively screen and use information, and it is easy to fall into the state of information fragmentation, which affects their learning effect of IPE courses.

Secondly, social media has become an important platform for college students to communicate, get information and express their opinions. Through social media, college students can interact with people around the world and share their life experiences and thoughts. However, social media also has some problems, such as information authenticity is difficult to guarantee, information spreads too fast, and information overflows, which easily leads to college students being misled or influenced by bad information, thus affecting the formation and development of their ideas [5].

The traditional teaching mode has been difficult to meet the needs of personalized learning of college students, and college students are more inclined to learn and think independently through online videos, blog articles and online forums. However, this kind of learning method often lacks systematicness and depth, which easily leads college students to fall into a strange circle of superficial and fragmented learning, which affects their comprehensive understanding and in-depth thinking of IPE content.

The advancement of Internet technology and social media presents both opportunities and challenges for university IPE [6]. It is imperative to gain a comprehensive understanding of the characteristics and requirements of college students in the Internet Plus era. By actively seeking innovative approaches, we can develop a new model for IPE that aligns with the evolution of Internet technology and social media. This endeavor aims to enhance our ability to effectively guide college students in forming sound worldviews, life perspectives, and values.

2.2. Information overload and the inheritance of values

In the era of internet plus, the explosive growth of information led to the phenomenon of information overload, and college students were faced with massive and fragmented information, which brought challenges to the formation and inheritance of their values.

First of all, there are many kinds of information on the Internet, involving a wide range, but there are both true and beneficial information and false and vulgar information. Students often find it difficult to distinguish the authenticity and value of information, and are easily influenced by bad information, thus affecting their correct cognition and the establishment of values.

The rapid spread of information on the Internet can easily lead to the popularity of topics [7-8]. Under the impact of information, college students often have anxiety, chasing hot spots and following the trend, while neglecting to think about and examine the value orientation behind information, which leads to confusion and generalization of their values.

Information overload is also easy to make college students fall into information anxiety and choice difficulties. Faced with a huge amount of information, it is often difficult for college students to effectively screen and process information, and it is easy to have difficulty in choosing and information anxiety, which affects their attention and understanding of IPE content, and then affects the formation and inheritance of their values.

2.3. Individualized demand and adjustment of educational content

First of all, there are great differences in college students' hobbies, disciplines and study habits. Secondly, college students' attention and identity to IPE courses are also influenced by individual needs [9]. Traditional IPE courses are often too abstract and theoretical, lacking the connection with students' real life and learning experience, and it is difficult to arouse students' interest and resonance. Therefore, it is necessary to adjust the content and form of IPE course, pay attention to the combination with students' daily life and learning experience, provide more targeted and effective teaching content, and stimulate students' learning interest and participation.

In addition, personalized learning needs also require IPE courses to pay more attention to students' subjective status and participation. The traditional teaching mode is often teacher-centered, lacking students' participation and initiative, which is easy to make students feel disgusted with learning. Therefore, it is necessary to stimulate students' thinking and expression ability and guide them to actively participate in the classroom through various ways, such as group discussion, case

analysis and role-playing, so as to improve the effectiveness and influence of IPE courses.

3. Countermeasures and measures

3.1. Strengthening the internet plus Integration of Ideological and Political Courses

In the era of Internet Plus, enhancing the integration of ideological and political courses with internet technology has emerged as a crucial objective for university IPE. Internet technology offers abundant opportunities and innovative avenues for the delivery of ideological and political courses, facilitating enhancements through online and multimedia teaching methods. By leveraging these approaches, we aim to enhance teaching effectiveness and promote greater student engagement in the learning process.

Online teaching is one of the important ways to strengthen the integration of ideological and political courses with internet plus. By building an online IPE platform, the school can integrate and optimize IPE resources and provide a variety of learning resources and teaching content, such as online courses, online lectures, IPE micro-courses, etc. Students can choose their own learning content and learning methods according to their own learning progress and hobbies, so as to meet their personalized learning needs. Multimedia teaching is also an important means to strengthen the integration of ideological and political courses with internet plus. By using multimedia technologies, such as images, audio, video, etc., the abstract ideological and political theory content is transformed into intuitive teaching materials to help students better understand and digest what they have learned [10]. For example, we can make vivid and infectious teaching resources such as IPE micro-movies and animated videos to attract students' attention and enhance the teaching effect. Using Internet technology for online interactive teaching is also one of the important means to strengthen the integration of ideological and political courses in internet plus. Through the construction of online discussion platform and online question-and-answer platform, teachers can interact and communicate with students in real time, promote the collision and exchange of students' ideas, and cultivate students' critical thinking and innovative ability.

3.2. Improve the pertinence and effectiveness of educational content

In order to better meet the learning needs of college students in internet plus era, IPE content needs to be closer to students' hobbies and actual needs, so as to enhance the pertinence and effectiveness of educational content. Students' hobbies and learning needs can be understood through in-depth investigation, so as to determine the theme and direction of IPE content. For example, IPE courses can be designed in combination with students' favorite literary works, film and television dramas or hot topics on the Internet, which can arouse students' interest and enhance their attention and participation in the courses. IPE content can be combined with students' real life and learning experience to provide more targeted educational content. For example, through case analysis and problem-oriented teaching, the abstract ideological and political theory can be linked to students' daily life and learning practice, which can help students better understand and apply what they have learned and improve the effectiveness and practicability of educational content.

IPE content can also be personalized according to students' different disciplines and learning needs. For example, science and engineering students can combine their professional knowledge and skills to design IPE content related to scientific and technological development, innovation and entrepreneurship, and stimulate their sense of responsibility and mission to national development and social progress; For liberal arts students, we can design IPE content related to literary works, historical events, philosophical thoughts, etc. in combination with their specialties in literature, history and philosophy, so as to guide them to think deeply and express rationally. It is necessary to fully realize the importance of students' individualized learning needs, actively explore diversified teaching methods and content design, and provide students with IPE content that is closer to reality, more targeted and effective, so as to better guide them to establish a correct world outlook, outlook on life and values.

3.3. Enhance students' information literacy and critical thinking

In the era of internet plus, it is particularly important to strengthen students' information literacy education and the cultivation of critical thinking ability. First of all, information literacy education can help students correctly understand and use information resources on the Internet and improve their ability of information acquisition, evaluation and application. Students need to learn to sift out valuable information from massive information, distinguish the authenticity and credibility of information, and understand the meaning and influence behind information, so as to better cope with the challenge of information overload and avoid being misled by bad information. Secondly, the cultivation of critical thinking ability is very important for students' all-round development and the formation of values. Through critical thinking, students can deeply analyze and evaluate information, think rationally and judge independently, thus forming a solid knowledge structure and a rigorous way of thinking. In IPE, we can guide students to dialectically analyze, question and reflect on various viewpoints and theories, cultivate their critical thinking ability and help them establish a correct world outlook, outlook on life and values.

The rapid development of Internet technology makes information dissemination more convenient and extensive, but it also brings some problems, such as difficult to guarantee the authenticity of information and uneven quality of information. Students need to have high information literacy and critical thinking ability in order to better cope with the challenges and opportunities in the Internet information age. We should fully realize the importance of information literacy and critical thinking in the era of internet plus, actively explore the corresponding teaching methods and content design, provide students with a richer and more comprehensive IPE, and promote their all-round development and the formation of values.

4. Conclusion

Under the background of internet plus, university IPE is facing many new challenges, but at the same time it is pregnant with new development opportunities. By analyzing the influence of the development of Internet technology on university IPE, this paper discusses the challenges brought by information overload, personalized demand, pertinence and effectiveness of educational content, and students' information literacy and critical thinking ability. We should fully realize the challenges faced by university IPE under the background of internet plus era and take active measures to deal with them. Primarily, we need to enhance the integration of ideological and political courses with Internet Plus, maximizing the utilization of Internet technology to refine the methodologies of IPE, thereby enhancing teaching efficacy and fostering increased student engagement. Additionally, it is essential to enhance the relevance and effectiveness of educational content by crafting more tailored IPE materials based on students' interests and learning requirements, ultimately elevating the practicality and impact of education. Finally, we should strengthen students' information literacy and critical thinking ability, help them correctly understand and use information resources on the Internet, cultivate their independent thinking and innovation ability, and provide strong support for their all-round development and the formation of values. It is necessary to keep IPE innovative and forward-looking, and constantly explore new models and methods to adapt to the development of the times and the needs of students, so as to make greater contributions to cultivating socialist builders and successors with all-round development in morality, intelligence, physique and beauty.

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