

Research on Countermeasures for Ideological and Political Education Development in Colleges and Universities in the We-media Era

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Abstract: Based on actual situation, this paper firstly expounds the problems existed in ideological and political education in universities in the we-media era, besides, I discuss about the countermeasures for ideological and political education development in universities in the we-media era combined with my own thoughts.

1. Problems existed in ideological and political education in universities in the we-media era

1.1 We-media weakens the main channel function of ideological and political education course

The traditional channel for ideological and political education work implementation in universities refers to the ideological and political theory course established in universities. Previously, the ideological and political theory course was taught to the students through classroom teaching, which was single, simple and limited to location, wherein, classroom was the channel for the students to obtain important information. Such kind of one-way information transmission mode made the students rely highly on classroom teaching. While the appearance of we-media has caused information sources to be complicated, in spite of information from texts or teaching materials, any one is possible to contact with positive, negative, effective or false information. Anything can become the focus based on intentional or unconscious operations. Some bad information may cause the university students who have weak discrimination ability, value, outlook of life and world view, and live in the tower of ivory to be diluted in moral consciousness, confused in value and insufficient in belief. Under the influence of these information, they are easier to have doubt on the actual effect of the ideological and political theories in texts, and even disgust and resist related courses.

1.2 We-media challenges the dominant position of the ideological and political educators

Throughout the traditional ideological and political education process, the educators have formed absolutely-authoritative advantage in theoretical knowledge reserve and practical experience based on professional learning, teaching and research, knowledge and experience accumulation for many years. They can combine the current affairs of politics, social and economic development as well as surrounding life with teaching contents organically according to the requirements of classroom teaching, adopt diversified contents and humorous language for presentation thus to strengthen vitality, rallying point and persuasion power of ideological and political education. In this way, the profoundly-learned and conversable “teacher” image of the educators will be respected and admired by the students, accompanied with the inherent strictness of the educators, the students will be willing to be dominated in the teaching process.

In the we-media era, the students have had a wider requirement on information and they can obtain information not just from books or teachers, the one-way and “instilling-type” ideological and political education mode is not suitable any more. They can obtain information by themselves in a multiple and comprehensive way, which breaks through the pattern that the teachers have comparative advantage in information quantity compared with the students; and the “leading” position of the teachers in the teaching process is weakened. The phenomenon that “Students are not necessarily inferior to their teachers, nor teachers better than their students” is fully presented in the we-media era. Therefore, there appears with some awkward situations: the students have already

known and even familiarized the teaching contents of the teachers, while the network language or fresh things used by the students are never known by the teachers, which makes classroom teaching of “dominant position” in traditional ideological and political education overestimate and even out of the control of the designed scheme and expected objective of the teachers, and accordingly, the position of the teachers tend to be awkward. Based on this, the authoritative position of the teachers is shaken in the heart of the students, which causes the students to obtain information according to their own judgement and selection, they think the teaching is dull and begin to seek for the channels to realize equal dialogue with the teachers and present their own ideas and opinions.

1.3 Influence of we-media on the multiple abilities of university students

Firstly, we-media influences the memory, reading and writing abilities of university students. Ideological and political education is of great theoretical nature and requires the students to have good theoretical foundation, which influences the behaviors of the students through memory consolidation. While the modern university students get used to using mobile phone for memorizing, when they are taught in classroom or related books are involved, they never focus on taking notes but take pictures of the blackboard-writing of PPR simply for passing round in the student group and occasional review. For long time, the students have difficulty in grasping the learning and reading emphases, fail to have comprehensive understanding of the information, which causes them to be vacant completely in practices.

Secondly, we-media influences the ability of thinking independently of the university students. The students obtain complete information fast with low cost through we-media which provides “advantageous situation” for them to be lazy. When they need related information, they never focus on listening to the lessons in classroom and after-class reading accumulation, but instead, they input Keywords simply and wait for massive information thus to copy and piece together what they need. In such situation, the students never like to think independently but get used to using thinking achievements of others. Especially for the liberal-arts curriculum like ideological and political education, the assigned tasks tend to be helpful for students to consolidate their learning in classroom and make them know the knowledge architecture deeply and completely, wherein, the students can think diligently and divergently, however, they tend to rely on we-media for reference perfunctorily, which causes the education effect to be reduced largely.

Thirdly, we-media influences the practical communication ability of university students. We-media makes university students pay more attention to realize interpersonal communication in virtual world. In this way, they can solve the face-to-face tension and awkward, have enough thinking time to organize language, besides, they can add popular animation memes in communication to make their expression become more vivid and interesting. By aid of we-media, they can communicate with each other smoothly, but in real life, they are shy and tongue-tied to fail in expressing themselves. For long time, they will add to their worries and form adverse reactions such as language degeneration, anxiety and depression, and then they will be more addicted to network to escape from reality, which impairs their healthy development both in mind and body largely.

2. Countermeasure for the development of ideological and political education in universities in the we-media era

2.1 Carry out the education policy of the party well

The education policy of the party is to establish the ideology quintessence of universities. Firstly, the socialist core values should be penetrated in the whole education process, which is the refined summary and essence presentation of socialist ideology. The universities must center on cultivating and carrying forward the socialist core values, integrate it into classroom teaching, social practices and culture education as well as various aspects of teacher and student cultivation, promote the socialist core values to be involved in teaching materials, classroom and thoughts solidly.

Secondly, the guiding role of theoretical and ideological education should be played fully. The

universities should persist in learning the basic theories of Marxism-Leninism, Mao Zedong thought and socialist theory with Chinese characteristics, comprehend the spirits of series of speech of the general secretary Xi Jinping and the new rule strategy of the the Party Central Committee deeply, penetrate ideological and political education into other major education, strive to enhance the theoretical level and moral quality of the teachers and students.

Thirdly, the construction of teachers' ethics and teaching style should be persisted. The moral teachers cultivate moral students, therefore, the behaviors of the teachers directly affect the education effect. The universities should perfect the teacher assessment system, perfect the code of professional ethics for the teachers, give play to the role of assessment, supervision, incentive and punishment mechanisms thus to make the teachers adhere to imparting knowledge and cultivating people.

2.2 The ideological and political educator in universities should establish the idea of interacting with the students

With rapid development of we-media, the view and knowledge reserve of university students are broadening and extending, the information asymmetry of the teachers and students is broken, and the students can obtain information from multiple aspects and perspectives, they transform from passive position to active position. The traditional one-way and instilling-type "subject-object" education idea has no longer adapted to the requirement of universities in ideological and political education owing to its neglect on initiative, participation and creation of university students, which can even cause the students to form resistance psychology and cause adverse education effect.

When the ideological and political educators depend on we-media in work, they should constantly adapt to the idea transformation from "subjectivity" to "intersubjectivity". They should strengthen the subjective awareness of university students constantly, motivate their initiative fully, give play to their subjective position, cultivate their subjective personality scientifically, encourage them to express themselves fully and freely, and encourage them to solve disputes through communication to realize the purpose of transpositional consideration and mutual understanding. In addition, the ideological and political educators should also make full use of the openness and interaction characteristics of we-media to guide the university students to improve their self-learning and communication abilities as well as independent thinking ability, help them to obtain and absorb knowledge actively, and gradually change the traditional one-way information transmission mode.

2.3 Innovate the mode and enrich the "we-media-based classroom"

No matter how the time goes, classroom still is the main channel for university students to obtain knowledge. Therefore, the role of we-media should be played to the largest extent in the ideological and political education classroom. The teachers can based on the teaching contents and combine with campus and off-campus events obtained from we-media to make students discuss with each other, guide them to think and apply what they have learnt in practice to realize the education effect. Meanwhile, when the teachers communicate with the students, they can use some popular words and make certain modification for application. For example, the teachers can say "you can set one small objective such as reciting the outline of modern history backwards", "the ideological and political course is very important, please keep it up". Besides, they can establish discussion group to put heads together and collect the opinions of the students on teaching content and method thus to make improvement.

What's more, the teachers can use "micro class" reasonably to help the students absorb knowledge and understand well, such as the currently-popular live broadcasting teaching based on we-media. The teachers can depend on the live broadcasting software on the mobile phone to synchronize the teaching process to the internet, which can facilitate the students in other classes to consolidate what they have learnt in classroom and after class. For another instance, the well-known open classes gather the lessons of famous teachers from domestic and overseas universities, the teachers can combine with the teaching plan to guide the students to watch the related courses, share and communicate with each other through the WeChat group thus to make ideological and

political education escape from classroom but have same effect to classroom. In addition, the teachers can introduce other functions of we-media to classroom, such as location-based check-in of WeChat, thus to supervise the students to have lessons and enhance their own self-control capacity.

For example, In 2014, Renmin University of China established the WeChat official account of “don’t laugh, I am ideological and political course” to publish classical articles, hotspot comment, teachers’ opinions and students’ inspirations, which attracted numerous loyal teachers and students. The young teacher Zhang Xiaomeng based on this to guide the students to create a batch of official accounts in March of 2016, which allowed the students to adopt the means of hand-painted cartoons and micro animations to present the stories of Marx and the principle of Marxism in a vivid way, and won praises from the public.

3. Conclusion

We-media has become an important part in the life and learning of university students. Realizing ideological and political education of university students by relying on we-media is the important content to realize ideological and political education reform in universities, wherein, new technology means application makes up for the traditional single ideological and political education in universities powerfully. Ideological and political education of university students based on we-media is helpful to carry out exploration of the higher education route in universities with Chinese characteristics in a diversified way.

References

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