Research on Innovative Path of Ideo-Political Education for College Students in All-media Era

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Abstract: With the development of information technology and media integration, the world has entered the era of all-media. In of all-media era, it is particularly important to study the ideo-political education of college students. In order to clarify the inherent logic of innovation in ideo-political education for college students in all-media era, this study uses questionnaire survey, literature research, and interdisciplinary research methods to conduct quantitative and qualitative analysis, placing students' perspectives in the dual dimensions of the application of all media and the experience of ideo-political courses for overall research. The research believes that the arrival of the all media era has profoundly changed the pattern of information dissemination, and the "fragmentation crisis" triggered by it has, to some extent, deconstructed the authority of ideo-political education in colleges and universities. The diversified subjects and contents have brought risks in the ideological field, changed the way of thinking of college students, and impacted the ideological consciousness of college students. At the same time, the traditional ideo-political classroom is not satisfied with the development of all media, this has caused a dilemma in the innovation of ideo-political education. The ideo-political education of college students, due to its political and educational significance, requires groundbreaking innovation in improving quality and efficiency by adhering to the main position of ideo-political courses and courses, mastering the discourse power of all media platforms, enriching the forms of ideo-political practical education, and improving the ideo-political education system. The development of this research can provide a reasonable innovation path for improving the current ideo-political education system and enhancing the effectiveness of ideo-political education in the new era.

1. Introduction

The development of ideo-political education always follows the changes of specific historical conditions to adapt and adjust. Today's world is undergoing an information revolution, bringing all-round profound changes. Therefore, at this stage, ideo-political education has been given new information logic and requirements. How to avoid the negative impact of all media and make good use of all media to carry out ideo-political education is a hot issue in the innovation of ideo-political education in the all media era. Through combing the relevant literature, it is not difficult to find that

the innovation and exploration of ideo-political education in the all-media era is a hot issue. The existing research results have produced a more systematic understanding and analysis of the concept and characteristics of all media [1, 2], the quality of all media content [3], the problem of network security, the innovation path of ideo-political education, and the dilemma [4]. However, in many documents, there is still a lack of research from the perspective of the dominant position of college students, lack of interdisciplinary research and application, and lack of specific data analysis of the research object. Although many experts and scholars have put forward many insights into the innovation of ideo-political education in colleges and universities, they often focus on the content of ideo-political education [5, 6] and the innovation of media [7], but less on how to play the role of college students as the main body. Therefore, there are some problems such as the bias of the focus of the subject and the lack of cognition of the teaching law.

Therefore, we need to conduct in-depth research on college students in the context of omnimedia. This study conducted a questionnaire survey of nearly 600 college students, and used the literature research method, interdisciplinary research method and exploratory research method to carry out quantitative and qualitative analysis. The students ' perspective is placed under the dual dimensions of the application of all media and the experience of ideo-political courses. The overall research examines the application of all media by college students in the all media era, and reveals the necessity of innovation in ideo-political education from the perspective of college students.

2. The Necessity of Ideo-political Education Innovation for College Students in All-media Era

Based on the development logic of ideo-political education, this study explores the development process of all-media, its social and historical impact, and the opportunities and challenges of ideo-political education in all-media perspective from macro and micro dimensions, thus demonstrating the political, educational and theoretical significance of innovation of ideo-political education for college students in all-media era.

2.1. The Development Logic of Ideo-political Education

As a generative theory, the practice development of contemporary ideo-political education has formed three logics of history, theory and practice, that is, summarizing the historical laws of ideo-political education and condensing the theory of ideo-political education, which are unified in the practice of ideo-political education [8]. Therefore, with the development of The Times, the changes of social practice and social principal contradictions constantly put forward higher level of ideo-political education new requirements and expectations. As the information revolution leads to the all-media revolution, its practical logic inevitably presents remarkable characteristics of intelligent media [9]. Therefore, in order to carry out the innovation of ideo-political education in all-media era, it is necessary to correctly understand the development of all-media.

2.2. The Development and Influence of All-media

The development of all-media can be summarized as "point", "line" and "surface" three stages.

The initial "point" media was manifested as oral communication, such as legends and ballads, which were limited in the range of communication between individuals and lacked durability and repeatability.

The emergence of printing transformed the development of media from "point" to "line". Text could be copied and distributed on a large scale, and books, newspapers, magazines and other media prospered. These media could spread information in a broader and long-term range across a larger dimension of time and space, realizing a major breakthrough in the horizontal and vertical pattern of

media communication.

With the deepening of the information revolution, the media has changed from "line" to "surface". With the development of radio, television, Internet and other media, massive information can be transmitted to more people at the same time. The interactivity of these media also enables a large number of individuals to become creators and disseminators of media content. Through multiple media, multiple terminals and multi-layer networks, diversified demands are expressed in four dimensions of space-time "whole process", subject "full staff", technology "holographic" and function "full effect", completing the three-dimensional chain construction of all-media communication pattern.

In the historical process of the development of all-media, the diversification of media communication forms has also enriched people's channels of information input and output. The improvement of media communication efficiency enables people to obtain more diversified information at a lower cost and access to new knowledge more easily. The constantly developing media has repeatedly spiraled into the dissemination of advanced ideas and the main battlefield for the public to reflect social problems, which has profoundly promoted the process of history and social progress.

2.3. Opportunities and Challenges of Ideo-political Education in All-media Era

In all-media era, the ideo-political education is faced with unprecedented opportunities and challenges. First, the all-media breaks the restrictions of the subject and object of ideo-political education, and the two are no longer limited to traditional classrooms and campuses, and the scenes of ideo-political education are more complex and diverse. Secondly, the diversified subject and content of all-media can supplement the education in ideo-political courses for college students, but it also brings the risk of "entailing private goods". Finally, as a group of high intensity users of all-media, college students are easy to be eroded by negative content while acquiring knowledge through all-media, which increases the difficulty in improving the quality and efficiency of ideo-political education.

2.4. The Significance of Ideo-political Education Innovation in College Students

In all-media era, ideo-political education not only plays the function of spreading mainstream ideology to the public in terms of political mission, but also provides scientific ideological basis and strong spiritual support for maintaining long-term social stability. In terms of educational mission, it also undertakes the historical mission of cultivating new generation with all-round development of morality, intelligence, physique, aesthetics and labor, who can shoulder the great task of national rejuvenation [10]. At the same time, the ideo-political education in colleges and universities has the theoretical significance of innovating the theories of politics, communication and education.

Although the all-media environment is changeable, the ideo-political education of college students still follows the underlying logic of the unity of history and logic, theory and practice, tradition and times [11]. Therefore, under the background of all-media era, the innovation of ideo-political education of college students has the significance of adhering to the foundation.

3. The Dilemma of College Students' Ideo-political Education Innovation in All-media Era

3.1. The Development of All-media Has an Impact on the Ideo-political Education of College Students

First of all, the all-media has constructed a huge three-dimensional chain communication pattern

through the three stages of "point", "line" and "surface", which also deepens the degree of fragmentation of college students' study and life. To some extent, the chain communication and fragmented reception of information have caused the deviation of college students' way of thinking, making it difficult for them to form the habit of thinking systematically and understanding. As a result, the stability, orderliness and dominance of ideo-political education are broken [12], and more choices and stimulation may also cause college students to be distracted and unable to focus on their studies or other important tasks. At the same time, the attractiveness, control, guidance, appeal, authority and effectiveness of the discourse power of ideo-political education in colleges and universities are also impacted and weakened. The superposition of the two states leads to the lack of effect of ideo-political courses for college students at present.

In the questionnaire survey, in order to understand the ways of college students to obtain ideo-political education, the questionnaire asked the surveyed students to rank the ways of personal access to ideo-political education, according to the formula:

Average composite score of options = (Σ frequency × weight)/Number of people to fill in the question.

The comprehensive score ranking is carried out to reflect the priority of college students in obtaining ideo-political education. The results are as follows (Table 1):

Table 1: Comprehensive score of college students' access to ideo-political

College students' access to ideological and political	Comprehensive score
Compulsory ideological and political courses, professional courses of ideo-political courses	6.39
Learn relevant knowledge in the process of browsing videos, posts, etc	5.69
Pay attention to all kinds of media to learn	4.74
Debate and discussion with family, friends and classmates	4.35
Participate in related activities organized by schools and colleges	4.12
Read relevant books to learn	3.11
Visit museums. historical museums and other places	2.48

The results show that ideo-political course is the primary way for college students to obtain ideo-political education; Viewing videos and posts has become the mainstream way to receive ideo-political education, indicating that the discourse power of ideo-political education and the traditional curriculum system are facing the "fragmentation crisis" brought by the increasingly deep integration of all-media.

Secondly, due to the influence of capital, all-media content tends to be excessively entertaining, showing a complicated and diversified state. College students tend to be attracted by entertainment and generalization content, which leads to a decline in their acceptance of ideo-political education. At the same time, a large number of low-quality content also makes the aesthetic ability of college students decline, weaken the ability to distinguish bad information; Even in the content of "entrain", confuse the three views of college students, seriously harm the mental health and mental health of young people in the new era.

In order to understand the contents of all-media used by college students, the questionnaire asks the surveyed students to choose the contents they frequently browse, according to the formula: percentage of multiple-choice options = the number of times the option is selected/the valid answer score

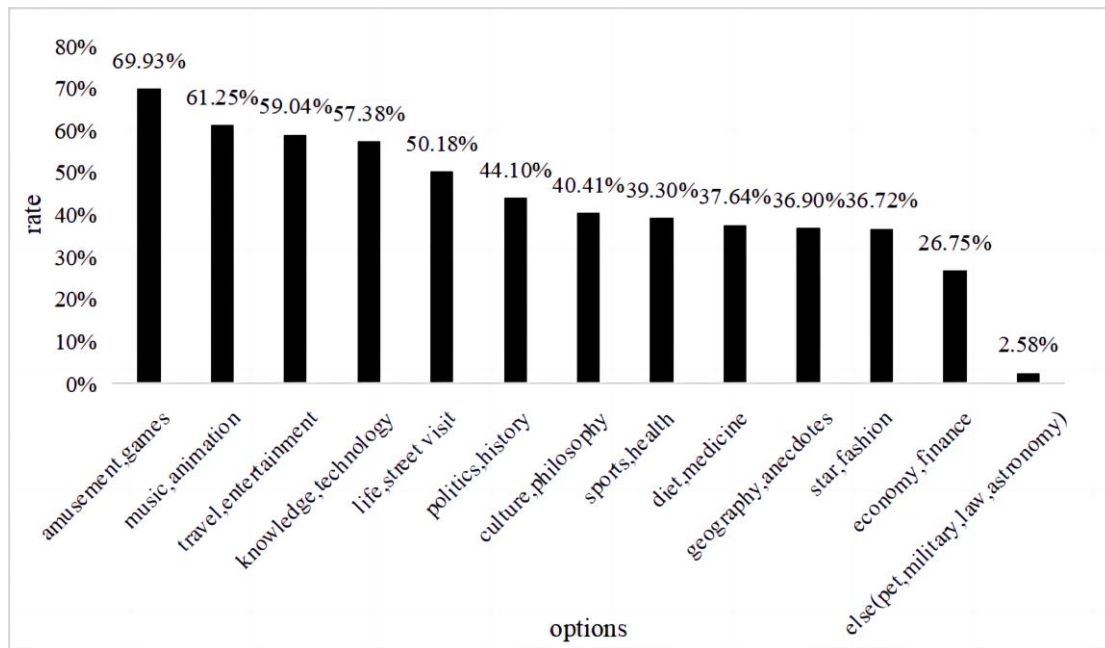Calculate the ratio, and the results are as follows (Figure 1):

Figure 1: Categories of content browsed by college students through all-media

The results show that entertainment and games are popular among most students, and except knowledge and technology, the first five items all show the mark of "fun", but college students pay less attention to politics, history, culture, philosophy, economy and other content which appear more in textbooks. This result not only reflects the orientation of college students in accordance with their age structure, but also reflects the serious tendency of all-media content entertainment.

Finally, the values promoted by all-media tend to emphasize the rise of sensibility, popular fashion and democratic consciousness [13], which, to some extent, is different from the mainstream values in the new era, and even contradicts and diverges in some individual cases. The amplification of individual value leads to the amplification and diversification of various needs of college students, while the existing ideo-political education mode is often standardized, which is difficult to meet the needs of different college students and differentiated learning methods, resulting in the ideo-political education is difficult to achieve comprehensive and efficient coverage.

3.2. All-media Has an Impact on College Students' Ideology

The growth environment of college students in the new era is accompanied by the progress of economic globalization, social secularization, life technology, education modernization, cultural diversification and other aspects, which provides a broader development space and opportunities for college students and greatly improves their comprehensive quality. However, at the same time, the growth environment of college students is deeply bound to the information revolution and deeply influenced by the context of the trend of the emerging information industry such as all-media and the Internet. Their thoughts and behavior habits show the characteristics of diversification, individuation, rationalization and globalization. However, there are some contradictions, such as prosperous subject consciousness but strong herd mentality, strong utilitarian purpose but lack of sense of responsibility, desire for novelty but behavior habit "procrastination".

At the same time, college students have a certain "post-treason" phenomenon, which is mainly manifested as strong self-requirements but weak self-management ability, and the structure of college teachers and the authority of ideo-political education, resulting in immature critical thinking. In particular, the huge difference from the simple learning stage of high school to the

comprehensive learning stage of university makes it difficult for college students to find their own ideological orientation, resulting in confusion of ideology, and then produce resistance to the correctional educational concept and behavior practice of ideo-political education, thus weakening the effectiveness of ideo-political education.

At the same time, according to the questionnaire survey data, about 90% of college students will take various ways to obtain information and have in-depth understanding to deal with the content that conflicts with their ideas, and about 10% of them will not take corresponding measures. About 60 percent of college students will only express their personal opinions on various media when they resonate with others, and about 40 percent of them will not express their personal opinions.

However, about 40% of the students believe that the information presented by all-media has an impact or negative impact on ideo-political courses and the content of ideo-political courses. About 22% of students will not discuss with their teachers about the ideo-political direction they encounter on the media, and about 69% of students will think about it first and discuss it with their teachers only after thinking fruitlessly. It can be seen that college students have a high demand for the input of knowledge, but they lack the output of personal thoughts and independent thinking. In addition, college students are often afraid to ask questions to teachers, which leads to their wrong cognition in the face of some views, and even harm their ideals and beliefs.

3.3. Traditional Ideo-political Classroom Can Not Meet the Development of All-media

From the results of Table 1, it is clear that ideo-political class and curriculum ideo-political are still the primary way for college students to obtain ideo-political education in all-media era.

Firstly, from the content level, the main teaching content of ideo-political course is divided into 6 courses, including Basic Principles of Marxism, Outline of Modern Chinese History, Morality and Rule of Law, and So on. Some contents in the textbook are consistent with what they have learned before college, which realizes the depth and extension of knowledge system. Some courses have strong general knowledge, which makes it difficult for students to immerse themselves in the context set by the content and thus feel its value. At the same time, some ideo-political teachers lack the corresponding teaching level and teaching responsibility, which makes it difficult for students to integrate into the classroom context, and ultimately results in the lack of motivation and passion of college students to participate in the teaching activities, and reduces the expectation of ideo-political course [14].

Secondly, from the perspective of teacher-student relationship, in universities, the teacher-student relationship is more equal than that in high schools, and most of the teacher-student relationship has been transformed into a task-based relationship. The authority of teachers has been deconstructed to a certain extent. At the same time, due to reasons such as curriculum arrangement, ideo-political courses are often taught in large classes. Due to the large number of students, it is difficult for teachers to understand more students in a short time, resulting in a weakening relationship between teachers and students.

Finally, from the perspective of teaching context, the ideo-political education in college lacks the corresponding importance in the perspective of students. The primary goal of college students is to complete the study without failing the exam. According to the questionnaire survey data of this research, only about 66% of college students expressed a high degree of knowledge retention after the examination, indicating that the ideo-political courses have a clear tendency to "take the test". At the same time, about 20% of college students have low satisfaction with the integration of ideo-political teaching methods, practice methods and media (Figure 2). In some ideo-political courses, due to the lack of teachers' teaching ability, there are problems such as "reading from the script" and backward teaching methods, which cannot meet the increasingly diversified learning needs of

college students. At the same time, it can be seen from the data in Table 1 that college students lack the educational activities of reading books or visiting the field, indicating that outside the classroom, college students seldom receive systematic and practical ideo-political education, and ideo-political education has the problem of insufficient connection between class and class.
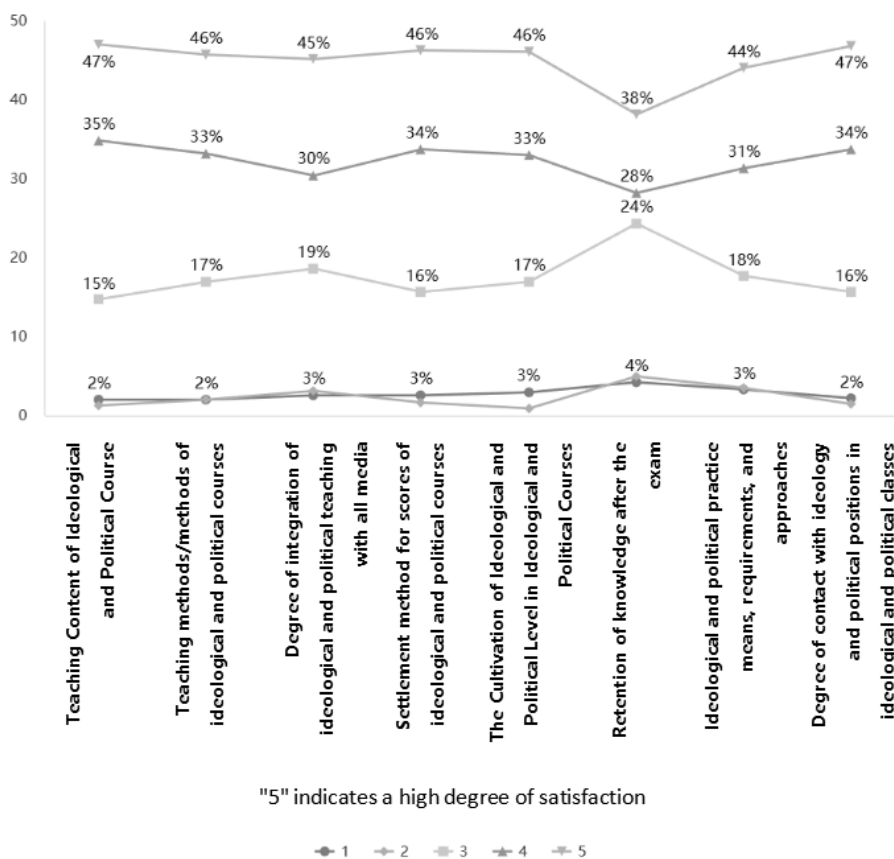

Figure 2: Basic situation of ideo-political lessons

In addition, the ideo-political education of specialized courses differs greatly under the influence of different professional teachers' personal ideo-political education qualities, which is unstable. Tacit education still needs to be further optimized and upgraded.

4. The Innovative Path of College Students' Ideo-political Education in All-media Era

Ideo-political education is the organic unity of the three logics of history, theory and practice. To realize innovation, we should conform to the change of historical conditions, be good at studying theory and have the courage to practice. With the deep integration of the all-media era and current social life, innovating the ways and methods of ideo-political education for college students is a key choice to cope with the challenges and opportunities faced by ideo-political education at present. Based on the results of the questionnaire survey, this study puts forward the following suggestions.

4.1. Adhere to Ideo-political Courses Main Position

At present, although facing the "fragmentation crisis" of the information revolution, ideo-political courses and professional courses are still the primary way for college students to obtain ideo-political education, is the combination of explicit education and implicit education, and with

its huge, scientific and systematic teaching system arrangement occupies the main position of ideo-political education, need to constantly consolidate and strengthen its strategic significance.

In all-media era, the object of ideo-political education is young students who receive a large amount of diverse information every day. According to the survey results, current college students have higher requirements on the theoretical quality and teaching communication ability of ideo-political teachers, but lower requirements on students' management ability and scientific research ability. As the leader of ideo-political education, teachers of ideo-political courses and teachers of specialized courses should fully understand the complexity of contemporary college students' psychological consciousness and emotional experience, pay attention to the diversified needs of students' development, maintain the essence of education and teaching, constantly improve their own theoretical quality and teaching ability, strengthen communication with students, and better play their own role as teachers in the classroom. Give full play to the role of "preaching and enlightening", more in-depth elaboration of thoughts and theories. With high quality ideo-political courses and curriculum ideo-political to play a "combination of explicit education and implicit education", enrich the ideo-political education system of the most basic, the most core of the main position.

4.2. Master the Right to Speak on All-media Platforms

Information explosion, fragmented context and diversified communication brought by all-media are irreversible trends of The Times. The right of discourse of all-media platforms has become the key in the field of public opinion. Therefore, colleges and universities should master the right of discourse of all-media platforms when carrying out ideo-political education innovation, so as to better convey educational content and guide students' ideas.

The law of history enlightens people that the current situation is the factor that can cause the fluctuation of public opinion field and public thought most. The survey data also shows that college students have a higher preference for ideo-political content such as hot current affairs and politics, social livelihood, and the reality of college students' study and life, while they are less interested in theoretical knowledge and historical facts. Therefore, as a macro subject relative to students, colleges and universities should master the ability to formulate topics. When social events occur, major national policies are released, and major festivals come, colleges and universities should formulate relevant topics according to students' needs and concerns, carry out macro-dimensional publicity work, and guide students to pay attention to social hot spots. So as to attract more students to participate in ideo-political education, and guide students to establish a correct cognition of relevant content through teachers' interpretation.

Colleges and universities should also, as authoritative subjects, establish their own multi-channel and multi-form all-media communication platforms, spread mainstream values in the form that college students enjoy, carry out recessive ideo-political education, and improve its quality and effect. At the same time, it can carry out "linkage" with other schools, government departments, enterprises and other parties to jointly carry out ideo-political education activities, form a joint force, and improve the voice and influence. For example, some official media have entered the "Bilibili video portal", editing pop songs to promote ideo-political education content such as rejuvenating the country and strengthening the army, which has been well received.

4.3. Improve the Ideo-political Education System

Under the background of information revolution, the rapid progress of all-media, Internet, big data, artificial intelligence and other emerging technologies has greatly facilitated people's leisure life. In many cases, the demand for leisure and entertainment can be met by a small screen. The

access to resources on online platforms is highly convenient and integrated, and people's access to information has a significant orientation of "short, flat and fast", but lacks practical orientation.

According to the survey results, college students are less likely to receive systematic, professional and profound ideo-political education outside the classroom. At the same time, college students have a strong demand for improvement and optimization of practical education mode required by ideo-political courses. Therefore, colleges and universities should coordinate the resources of colleges and society to carry out more flexible and rich ideo-political practice education. In this process, colleges and universities need to strengthen the quality management of practical teaching, broaden the channels of practical education, strengthen the evaluation and feedback of ideo-political practical education, further implement the requirements of "big ideo-political courses", and always pay attention to the autonomy and innovation of college students, to make up for the lack of ideo-political practical education of college students in all-media era.

Enriching the form of ideo-political practice education can not only improve the ideo-political education system, but also improve the educational system of ideo-political education, and finally realize the profound unity of in-class and off-class, theory and practice, history and reality.

5. Conclusions

This study conducted a questionnaire survey on nearly 600 college students and used various methods to analyze the necessity of innovation in ideo-political from the perspective of the development logic of ideo-political in universities, the characteristics of all-media development, and the construction of communication patterns. The corresponding difficulties were pointed out, and three innovative paths were ultimately identified.

The advent of all-media era is the inevitable historical result of information revolution. Based on the logic of its own development and the requirements of The Times, the ideo-political education in colleges and universities must adapt to the context of all-media and the three-dimensional information pattern and carry out innovation. In this process, due to the relatively independent development of ideo-political education, it cannot well adapt to the development of all-media and the needs of college students' development, resulting in corresponding difficulties. However, the research shows that the primary link of ideo-political education is still ideo-political course and curriculum ideo-political. Therefore, in order to carry out innovation of ideo-political education in all-media era, it is necessary to consolidate the main position of ideo-political class and curriculum ideo-political first, and then it is necessary to firmly grasp the discourse power of all-media, carry out meaningful practical education, and always give play to the dominant position and role of college students. Only in this way can the innovation of ideo-political education of college students have sufficient tenacity in all-media era.

Acknowledgements

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