

# *Analysis and Practice of Ideological and Political Implementation Path Based on Introduction to Communication Theory*

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**Abstract:** Introduction to Communication is a compulsory course for media majors in Taishan University, and it is the basic course for other media courses and related professional courses. Starting from the guiding ideology of ideological and political education in Introduction to Communication, this paper constructs the ideological and political goal of this course, so as to dig out the elements and functions of ideological and political education contained in the course, and integrate case teaching method, discussion method, situational method and debate method into all aspects of classroom teaching to realize the organic unity of ideological and political education and knowledge system education. At the same time, through the formulation of assessment methods and standards, good teaching results can be achieved, and then the coordination and unity of curriculum objectives, professional training objectives and school personnel training objectives can be realized.

## 1. Introduction

In contemporary society, ideological and political work plays a crucial role in national stability and social development. Communication theory, as an important framework for research and practice, can provide valuable guidance and perspectives for the implementation of ideological and political work. This article aims to analyze the path of ideological and political implementation based on communication theory and explore its practical implications. Communication theory focuses on the process of information transmission and influence, emphasizing the interaction and impact among information sources, media, and audiences. In the implementation of ideological and political work, communication theory can be applied to understand and analyze the process of information transmission, the influencing factors on attitudes and behaviors of audiences in receiving information, as well as the strategies and means for effectively disseminating the core values of ideological and political work. Through this study, we hope to provide a path for the implementation of ideological and political work based on communication theory, in order to promote effective implementation and enhance its influence. This will contribute to strengthening the dissemination of socialist core values, guiding the masses to establish correct worldviews, life philosophies, and values, building a harmonious and stable social environment, and promoting sustainable development of the country and society.

## **2. Guiding Ideology and Goal of Ideological and Political Education in Introduction to Communication**

### **2.1. The Guiding Ideology**

In order to respond to the call of new liberal arts construction, conform to the trend of applied universities in schools, serve local economic development, better support the engineering of school discipline construction, innovate the training mode of talents, and speed up the training of high-quality talents of media major, this course has a subtle influence on students by integrating ideological and political concepts into daily teaching work in all directions and three dimensions, so as to cultivate high-quality applied media talents who can meet the needs of economic and social development, have excellent moral character, solid professional knowledge, skillful professional skills, active innovative thinking, rich humanistic heritage, open international vision and the characteristics of mountain pickers in Mount Tai[1].

The ideological and political education elements and functions contained in the course Introduction to Communication should not only reflect Marxist journalism view, advanced cultural thought of socialism with Chinese characteristics in the new era, but also reflect the ideological connotation of socialist core values, noble ethical and moral sentiments, modern aesthetic consciousness and scientific technical and methodological requirements. Conforming to the development trend of new liberal arts and combining with the application-oriented school-running characteristics, we should promote the organic integration of ideals, beliefs, values, moral concepts, knowledge transfer and ability training in the training of media majors, and realize the synergy and unity of curriculum objectives, professional training objectives and school personnel training objectives.

### **2.2. The Ideological and Political Objectives of The Course**

Introduction to Communication takes Marxist journalism view as the fixed star, socialism with Chinese characteristics in the new era as the theoretical guide and action guide, and through the implementation of ideological and political courses, cultivates media workers who can faithfully fulfill the duties and missions of the Party's news and public opinion work, adhere to the correct political direction, maintain a high degree of consistency with the CPC Central Committee, adhere to Marxist journalism view, stick to the position of the Party and the people, adhere to socialism with Chinese characteristics and be politically firm. The specific objectives are as follows:

(1) Improve political accomplishment, be the mouthpiece of the Party and the people, and enhance political identity as a communicator [2].

(2) Improve media literacy and have the ability to resist Western "cultural hegemony".

(3) Help students establish the sense of professional responsibility of media workers. As a media worker, we must always be able to practice "persisting in consolidating and expanding mainstream ideological and public opinion, carrying forward the main theme, spreading positive energy, and inspiring the whole society to unite and forge ahead." This communication mission.

(4) Help students enhance their "four self-confidences". Tell Chinese stories well, spread Chinese voices, and strive to spread contemporary Chinese values.

## **3. Combine the Ideological and Political Goals and Dig Deep into the Ideological and Political Elements in the Course Content**

In order to achieve the above goals, this course will select typical contents and cases as carriers, so that ideological and political contents can be integrated into classroom teaching without trace, and select the following representative theoretical contents as carriers of ideological and political elements for full excavation [3]. The details are shown in Table 1:

Table 1: Representative theoretical contents

Ideological and political goals	Content carrier	Mining ideological and political elements
<b>Goal 1</b>	1. Spiritual communication theory and Marxist communication view	We should grasp communication in the large system of human communication activities, grasp communication from the dialectical relationship between material and spiritual communication, and make it clear that the significance of studying communication is to serve the national construction and social development.
	2. Communication system and media control	Comparative study of media norms theory under capitalist system and socialist system, and study Marxist journalism view.
	3. Gatekeeper	Improve political accomplishment and be the mouthpiece of the party and the people.
<b>Goal 2</b>	1. Cultivation theory	Through the discussion of hot news events, we can enhance students' professional quality of resisting the "cultural cold war" policy implemented by western countries in China, and resist western hegemonism from the communication level in practice.
	2. Agenda-setting theory	
	3. Information framework and its effect	
<b>Goal 3</b>	1. Social impact of mass communication	Through relevant cases and theoretical discussion, the communication mission of media workers is clarified.
	2. Media Technology and Social Development	By discussing the great role of media technology in social development, we can cultivate students' sense of professional responsibility.
	3. Pseudo-environment	Through the social influence of pseudo-environment: the discussion of environmental words of pseudo-environment, this paper discusses why media workers should carry forward the main theme and spread positive energy in communication practice.
<b>Goal 4</b>	1. Intra-human transmission	By introducing Ceng Zi's introspective thinking of Chinese traditional culture, such as "I live in three provinces and I live in three provinces" and Confucius's "introspection is not guilty, and my husband is worried and afraid", students' understanding and love of Chinese excellent traditional culture can be enhanced, and their cultural self-confidence can be enhanced.
	2. The development process of human communication	By introducing the invention of papermaking and printing in ancient China in the process of writing communication, we can learn the spirit of perseverance, self-improvement and forge ahead of the Chinese nation.
	3. Symbols and Significance of Human Communication	By selecting the symbols and meanings of typical Chinese traditional culture, students can truly feel the splendid civilization of the Chinese nation for 5,000 years and love the traditional culture of the motherland.
	4. Symbolic social interaction	Through symbolic social interaction and communication content introduction, learn how to use appropriate cultural symbols, tell Chinese stories well and spread Chinese voices.
	5. Gap theory	From the perspective of "knowledge gap theory", how to avoid class differentiation, win the tough fight against poverty, achieve common prosperity, and help students enhance their four self-confidences.

## **4. The Implementation Path and Method**

### **4.1. Based on the classroom principle of "student-centered", taking case knowledge as the carrier and discussion as the means, the two-way promotion of moral education content and professional knowledge is constructed.**

Compared with other teaching methods, the most prominent advantage of case teaching method is that it takes professional knowledge cases as the carrier and discussion as the means of teaching [4]. A large number of communication cases based on news reports and social hotspots are often based on the daily life of college students, such as WeChat, Weibo related communication content, "Peng Yu case", "BBC's Sheol Filter" and other media events. These media cases that students are familiar with can stimulate students' interest in learning, arouse their psychological and emotional resonance, and are easy for students to accept, which greatly improves students' enthusiasm for participation and activates the whole curriculum atmosphere. Students can also think about people's communication psychology in different situations through cooperative learning methods such as discussion, debate and role-playing in class, and establish a pluralistic and inclusive cultural communication mentality. For example, using communication knowledge to analyze social hot phenomena such as "rice circle culture", "expression pack war" and "online game addiction". From the perspective of communication, we can objectively and rationally evaluate the media content, reflect on our own media use behavior, and form the responsible information dissemination and media use attitude of contemporary youth.

### **4.2. Create a trinity implementation path of "data collection before class, case discussion in class and practice consolidation after class".**

In the process of case teaching, students should make sufficient preparations before class to collect and find information; Through case analysis and theoretical explanation in class, discussion, debate, group cooperation and role-playing are integrated into it, which can make students get real psychological experience, change boring theoretical content into vivid and rich case practice, better understand the content system of moral education classroom, and deepen students' perceptual knowledge of moral education content. After class, the teacher assigns homework by selecting relevant typical cases, so as to consolidate the content of the class, truly enable students to digest and absorb theoretical knowledge, and at the same time, the concept of moral education goes deep into their hearts, so as to truly accept the relevant content of ideological and political education from the heart and thought.

For example, when discussing the standard of media organization, the typical case is that journalists from different countries have different screening standards for photos during the APEC meeting in 2014. Students in the classroom play journalists from different countries by role-playing, and feel what factors will affect the gatekeeping behavior in the process of news reporting.

In order to complete the learning focus of "the formation mechanism of pseudo-environment" in the goal of knowledge and skills, in class, students are intuitively shown how the media manipulates people's cognition by partially presenting facts with the help of actual news pictures. A discussion session is specially arranged to encourage the whole class to think and express their opinions while one student shares information. After class, the teacher can also ask the students to analyze the relevant materials and complete the consolidation homework after class according to the results of this discussion. Through the teaching link of "homework before class-discussion in class-summary after class", teachers can enable students to "experience" the whole process of the formation mechanism of pseudo-environment while learning the knowledge of pseudo-environment, and apply what they have learned to achieve the goal of ideological and political education of "improving their ability to judge, analyze and interpret media information"[5].

### 4.3. Construct three types of case systems to stimulate interest in learning and promote moral education to integrate into theoretical classroom.

In order to integrate classroom ideological and political education into classroom content silently, the course adopts three application types and multi-level case system: introducing cases, explaining cases and discussing cases. This paper analyzes the problems existing in the practical communication practice with the obtained theory, and comprehensively applies it on the basis of theoretical speculation, creatively discovers the procedures and strategies for thinking specific problems, and realizes the application of what you have learned and mastery through a comprehensive study.

(1) Introduction case: It is mainly used in the stage of curriculum introduction, with classroom investigation and topic discussion for teaching students as the main form. Through inspiration, perception and other methods to complete the curriculum thinking concept.

(2) Explaining cases: Explaining cases is mainly used in the course explanation stage to help understand the theory, and mainly implements the ideological and political content through teachers' summary or students' perception.

(3) Discussion cases: Discussion cases, famous artists' viewpoints, policy interpretation, etc. are mainly used in the course summary stage, so that students can understand and master ideological and political concepts through comprehension, and realize the application and mastery of what they have learned.

The above specific representations are shown in Table 2.

Table 2: Three ideological and political case systems

<b>Three categories of ideological and political case systems</b>			
<b>Case type</b>	<b>Application link</b>	<b>Ideological and political teaching methods</b>	<b>Case function</b>
Type I: Import Case	Import phase	Classroom investigation, topic discussion and other heuristic and sentimental types	Arouse interest in learning
Type 2: Explain the case	Theoretical explanation stage	Teachers' summary, students' perception	Expand knowledge, deepen understanding and promote the digestion and absorption of theory
Type 3: Discuss a case	Course summary: discuss cases, famous opinions, policy interpretation, etc.	Group discussion, teacher summary, etc.	Apply what you have learned and integrate it

### 5. Assessment Methods and Standards

(1) To ensure a thorough assessment of student progress, it is essential to develop diverse and comprehensive curriculum evaluation standards. These standards should be implemented through a variety of methods, including daily assignments, regular learning assessments, classroom participation, and final exams. This approach allows for a comprehensive, dynamic, and long-term evaluation of student performance throughout the educational process.

(2) Additionally, there is a need to strengthen the design of ideological and political elements in the process evaluation. This involves integrating these critical components into the various stages of student assessment to ensure a well-rounded evaluation of their understanding and application of these concepts. In addition to consolidating and mastering knowledge goals, it is more important to examine the completion of students' ideological and political goals [6].

(3)At the same time, we should pay attention to reflection after class. For the goal of ideological and political education in this course, teachers need to guide students continuously and step by step for a period of time, so that students can establish correct communication concepts and socialist core values through several classes or even one semester's study. The evaluation methods and standards are shown in Table 3.

Table 3: Evaluation methods and criteria

Ideological and political goals	Assessment content	Evaluation basis
1. Improve political accomplishment, be the mouthpiece of the Party and the people, and enhance political identity as a communicator.	1. The theory of communication system and media norms; 2. Objects and basic problems of communication science 3. Gatekeeper theory	1. Final exams 2. Usual study and classroom performance
2. Improve media literacy and have the ability to resist Western "cultural hegemony".	1. Mass Communication and Environmental Cognition-"Agenda Setting Function" Theory 2. The subtle effect of mass communication-"training theory" 3. Mass Communication and Reality "Construction"-News Framework and Framework Effect	1. Homework 2. Group cooperation 3. Final exams
3. Help students establish the sense of professional responsibility of media workers. As a media worker, we must always be able to practice "persisting in consolidating and expanding mainstream ideological and public opinion, carrying forward the main theme, spreading positive energy, and inspiring the whole society to unite and forge ahead." This communication mission.	1. Pseudo-environment 2. Research on communication effect 3. Media Technology and Media Organization 4. Research on communication effect 5. Several major theories of mass communication effects	1. Usual study and classroom performance 2. Final exams 3. Homework
4. Help students enhance their "four self-confidences". Tell Chinese stories well, spread Chinese voices, and strive to spread contemporary Chinese values.	1. History and development of human communication 2. Symbols and Significance of Human Communication 3. The process and system structure of human communication 4. Mass communication and class differentiation in the information society-from "knowledge gap" to "digital divide"	1. Study at ordinary times Step 2 Work in groups

## 6. Teaching effect and effectiveness

### 6.1. The curriculum construction is effective and the teaching quality evaluation is good

Because this course can combine hot events, adopt case teaching method, dig deep into ideological and political elements, and integrate ideological and political education concepts into classroom teaching silently, thus avoiding blunt preaching methods. In the course teaching, students have a high degree of acceptance and strong learning initiative, which is mainly manifested in the high scores of students' course evaluation and teacher evaluation at the end of the term.

From the specific teaching practice, the classroom atmosphere is warm and harmonious, the students' learning enthusiasm is high, the course scores are improved, and the teaching effect feedback is ideal. After attending the lecture, the teaching supervisor has a good evaluation, which reflects from the side that the implementation of ideological and political concepts has been

supported by students and peers, and has played a practical role in ideological and political education at the student level. After the reform of ideological and political teaching, teachers have achieved excellent results in school-level and provincial-level teaching competitions, which reflect that ideological and political teaching has achieved certain results.

### **6.2. Students' recognition is improved and they are more active in communicating with teachers**

By integrating ideological and political content into the whole course and constructing three types of case systems, moral education has changed from boring theory to vivid and real case, which has greatly mobilized students' enthusiasm and participation. In the stage of case collection, discussion and analysis, students' dominant position is highlighted, students' independent thinking and independent analysis ability are improved, and students' ways of accepting knowledge are more diversified. At the same time, through discussion, debate, role-playing and other links, the communication between students and teachers has increased, which not only imparts knowledge, but also enhances the understanding between teachers and students.

### **6.3. Form the "circle effect" of ideological and political education in school media professional courses**

Through the ideological and political teaching reform of Introduction to Communication, combined with the characteristics of this professional course, the teaching objectives are systematically formulated and the teaching process is carefully designed, which can make ideological and political education blend with professional education, cultivate people by virtue, and cultivate media professionals with social core values [7].

## **7. Conclusion**

In the teaching process of Introduction to Communication, we should constantly explore the ideological and political elements of communication courses and explore more possibilities for the effective integration of ideological and political content and professional knowledge. Patriotism education, social responsibility consciousness cultivation, self-awareness cultivation, interpersonal relationship handling, media literacy improvement, Chinese excellent traditional culture and other contents are effectively combined with communication knowledge points, so as to better achieve the goal of educating people in class. At the same time, through a variety of teaching methods, the construction and application of case base resources and diversified assessment methods, it can not only help students master the basic theory and skills of communication, but also prepare media practitioners with professional skills in art and communication; Help improve students' ideological and political quality, make them have a positive world outlook, outlook on life and values, and at the same time, be the mouthpiece of the Party and the people, enhance their political identity as communicators, and have the ability to resist Western "cultural hegemony". Through the effective integration of curriculum ideological and political education, the effect of "moistening things silently" can be achieved, so that students can establish the professional responsibility consciousness of media workers: as media workers, they should always be able to practice "persisting in consolidating and expanding mainstream ideological and public opinion, carrying forward the main theme, spreading positive energy, and inspiring the whole society to unite and forge ahead." This communication mission; And in international communication, tell Chinese stories well, spread Chinese voices, and strive to spread contemporary Chinese values.

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