

Problems and countermeasures of ideological and political education in colleges under the We Media environment

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Abstract: The We Media has brought great changes in the way of communication and broadened the means of ideological and political education for college students. At the same time, it has also brought some new challenges. The problems of ideological and political education in colleges under the environment of We Media have been analyzed from the perspective of theory and practice, and some positive suggestions in terms of updating teachers' education concepts, integrating excellent network resources, and cultivating college students' media literacy, have been put forward.

1. Introduction

With the development of Internet technology in China, We Media such as Weibo, WeChat, live broadcast, and short video have become an important part of college students' daily life and affect their ideology and behavior. The We Media, which conveys information through various forms such as text, pictures, audio, and video, brings new methods to ideological and political education. But the mixed information also brings severe challenges to it. For ideological and political education in colleges, neither should the We Media be regarded as a beast of floods, nor can it be accepted without discrimination. Instead, carefully study how the We Media can be used and adopting it with a rational attitude, will make great significance for the education.

2. Problems of Ideological and Political Education in Colleges under the We Media Environment

Nowadays, most college students have a mobile phone. The colorful We Media have attracted their attentions and become an important channel for them to understand society and communicate feelings. There is no unified standard and specification in the We Media. A large number of fragmented network information is coming to college students. There are not only positive works with good quality, but also some vulgar content that just want to attract people's attention. Both information with good and evil, beauty and ugliness goes to college students. It is difficult for college students whose value outlooks are not yet mature to distinguish the true and the false. And it also brings great changes for the ideological and political education.

2.1 The thinking of teachers and students is not synchronous, and there is a generation gap in communication

An effective ideological and political lesson must be a process of coordination and interaction between teaching and learning. Teachers and students communicate with each other and inspire each other. In the synchronized thinking of teachers and students, the expected teaching results can be achieved. The thinking of teachers and students may not be the same, but the two have reached a consensus on ideological and political goals and content. Teachers must fully understand the characteristics of students born after 2000 and grasp their pulse of thought, understand their Internet slang, and communication with them without "generation gap".^[1]

However, poor teacher-student interaction usually happens in ideological and political classes.

For example, a teacher raises a discussion when teaching but few students participate in the discussion. It affects the integrity and effectiveness of the teaching process. There are many reasons. One of them is that some college students addict to mobile phones and indulge in the virtual world. They are not interested in the problems arisen in the real society and shielded in the study of ideological and political lessons. Another reason is that some teachers cannot keep up with the rapid development of We Media, or have a psychological rejection of We Media, did not combine ideological and political teaching with We Media. These teachers do not understand the characteristics of We Media and psychology of students grown under such an environment. Their teaching cannot raise students' interests. The two reasons will inevitably have a "generation gap", which hinders the effect of ideological and political education.

2.2 The traditional ideological and political education model can no longer meet the needs of modern education

The traditional ideological and political education mode is mainly taught by teachers, which means face to face teaching and some face to face discussions. In an era when the Internet is not yet widespread, students have limited access to information, and more often gain knowledge from teachers. At that time, although students are more passively receiving knowledge, the traditional ideological and political education model still has the advantages of targeted teaching and timely feedback from teachers and students.^[2] However, with the rapid development of We Media, students will actively receive information by themselves but not passively receiving information from teachers. Their vision has been widely broadened. Their thinking is active, and their curiosity is growing. They can find many answers from We Media based information and are not interest in communicating with other people. Therefore, some students are active in thought, but just immersed in their own world, unwilling to participate in teaching interaction, and also less willing to actively communicate with teachers.

Since the development of We Media is very rapid nowadays, ideological and political education must keep pace with the times. Teachers should actively explore ways of effectively combine traditional teaching models with We Media, update the teaching content constantly, teach with diverse methods, and assess results with flexible methods. Only in these ways can students' enthusiasm for learning be fully mobilized, can they consciously put down their mobile phones and raise their heads to integrate into teaching. Therefore, ideological and political lessons must be "lived", teaching in a way that college students love, and leading college students to establish correct value outlook.

2.3 Teachers' authority in ideological and political lessons is challenged unprecedented

At present, teachers' authority is on a weakening trend. On one hand, teachers' influence on students is weakened and students usually do not cooperate well with teaching requirements. On the other hand, students centered status is prominent, and teachers' authority is relatively weakened. Teachers' authority has faced unprecedented challenges. If this problem is not valued and resolved, it will affect the teaching effect of ideological and political lessons.

There are two main reasons for the challenge of teachers' authority in ideological and political classes.^[3] One of them is the extensive use of We Media. In order to promote positive energy, many mainstream media launched WeChat public account, official Weibo, and updated information in a timely manner. However, the We Media also opened the door for the dissemination of historical nihilism and liberalism. Due to the lack of identification ability and limited psychological endurance of college students, when the theory and practice contradict each other, they usually cannot extract effective information from the mixed voices of the bad and the good, and they have doubts about the opinions or explanations of teachers of ideological and political classes.

On the other hand, the widespread application of We Media has challenged teachers' knowledge systems. With We Media as the medium, the channels and platforms for teachers and students to receive information and acquire knowledge are equal.^[4] However, a teacher usually faces dozens or even hundreds of students, and the combined knowledge of the students even exceeds that of the teacher. A teacher's knowledge is limited, and may not give every student a satisfactory answer.

Gradually, it will make students doubt the teacher's knowledge system, and then lose their interest in learning.

3. Suggestions on Improving the Effect of Ideological and Political Education in Colleges under the We Media Environment

The extensive application of We Media has brought both opportunities and challenges to ideological and political education in colleges. Ideological and political education must adhere to the principle of "Change according to the situation, advance according to the time, and innovate according to the situation." The ideological and political education models should be constantly improved to meet the spiritual needs of the students.

3.1 Update teacher education concept and innovate ideological and political education model

According to iiMedia Research data, "Only 2.0% of college students can endure without surfing the Internet through mobile phones for more than 24 hours, and over 60% of college students can endure without surfing the Internet through mobile phones within 6 hours." ^[5] This shows that We Media has become an indispensable part of college students' daily life. If ideological and political education still adopts the traditional modes, it is unable to meet the needs of social development and the students. As a teacher of ideological and political lessons, we must consider seriously the relationship between We Media and ideological and political education and the way to build a harmonious teacher-student relationship in the We Media age.

Teachers of ideological and political education should update their educational concepts according to the changing times. On the one hand, they should use We Media as a means to improve the effectiveness of education, make full use of the characteristics of We Media, and integrate multimedia with ideological and political education. On the other hand, they should not define some annoying restrictions, and guide students to use We Media to carry out learning activities and establish an equal and democratic relationship with students. Besides these, teachers must innovate ideological and political education models, adapt new teaching methods from We Media, change from the one way teaching to teacher-student interaction, and continuously enhance the charm of the class.

3.2 Integrate excellent network resources and expand channels for ideological and political education

Compared to other disciplines, the ideological and political education is easily affected by the social environment. When college students receive some negative information, they will have psychological confusion. In order to solve the mystery in the minds of students, it is difficult for the ideological and political teachers to do it alone. It is necessary to integrate excellent network resources, combine traditional and modern teaching methods, and actively expand the channels of ideological and political education. On the one hand, using multimedia technology to accurately find the hot issues that students pay attention to and the doubts those need to be solved, and solve them in a targeted manner. On the other hand, teachers should collect excellent online ideological and political course resources for their use and build their own network platform. By using a combination of online and offline methods, the students' enthusiasm for learning will be improved.

In terms of multimedia teaching, the "arranging tasks, teacher-student interaction, arranging homework, online guidance" model can be used to effectively monitor the entire process of student learning. For teaching management, learning teaching materials and answering test questions must be a part of students' scores. Teachers should supervise students' learning and provide timely feedback to them. At the same time, teachers can use WeChat groups and QQ groups to establish positive connections with students, conduct remote Q & A and psychological counseling, and improve the effect of teacher-student communication.

3.3 Cultivate students' media literacy and make full use of subjective function of ideological and political education

College students have strong subject consciousness, advocating freedom, and longing for the realization of self-worth, but their outlook on life and values have not yet fully matured, and their ability to discern still need to be improved. In the process of understanding society and learning knowledge through We Media, they often meet troubles of losing themselves. Therefore, it is necessary to cultivate students' ability to discern information so that they can effectively use resources to improve themselves and further develop their subjective role.

Colleges should take the cultivation of college students' media literacy as an important educational content and include it in the general education. Firstly, a media literacy course should be set up. In order that students can improve the efficiency of using We Media, how to use We Media and how to discern the authenticity of online information should be important contents to be practiced in the class. Secondly, organizing academic lectures, We Media concerned forums, and related science and technology activities, and regularly inviting experts from the We Media field should also be conducted. Thirdly, all-round education is import for students' cultivation. Besides ideological and political lessons, some other professional courses can also include some content of media literacy, making the education be conducted imperceptibly.

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