Exploration on Innovation of Ideological and Political Education Model in Public Universities in the New Media Age

Rongjuan Li

School of Marxism, Xianyang Normal University, Xianyang, Shaanxi, China
lirongjuan85@163.com

Abstract: *New media brings not only technical and material innovation, but also ideological and cultural challenges. The diversification of thought and value brings various challenges to the current ideological work, especially to the ideological and political education in colleges and universities. How to make good use of new media to prevent and deal with the current ideological and political education may encounter a variety of problems, is the vast number of ideological and political education workers in the arduous task. This paper probes into the opportunities provided by new media for the reform of ideological and political education in public colleges and universities, and analyzes the problems faced by ideological and political education in the new media era.*

Keywords: *New Media Age; Public Universities; Ideological and Political Education in Universities; Educational Model Innovation*

1. Introduction

Thought is the soul of a society and an indispensable treasure of the times. The development of society can not do without talents, who can not do without the guidance of correct political thought [1]. Thus, if we want to play the role of higher education, we must put ideological and political education in the first place. With the continuous promotion of economic globalization and informationization, various cultures and ideas have flooded in, which has caused a certain impact on students' thinking [2].

2. Opportunities for ideological and political education in the new media era

2.1. Providing rich and timely teaching resources

New media can provide abundant and time-effective teaching resources for ideological and political theory teaching in colleges and universities. Take the Internet for example, the information in the Internet is characterized by large quantity, interaction and immediacy [3], among which many news information with continuity and timeliness can play an important role in improving the timeliness of ideological and political theory courses in colleges and universities, which is conducive to solving the problem that the teaching content of theory courses is out of line with students' actual life and actual needs.

2.2. Provision of new teaching methods

New media can provide new teaching methods for ideological and political theory courses in colleges and universities. Taking multimedia -aided teaching technology as an example, through the application of multimedia, the teaching content of theory course can be displayed vividly and intuitively in various forms.

2.3. Contributing to the development of students' subjective initiative

New media helps to strengthen the communication between teachers and students, and give play to students' subjective initiative. Taking QQ, Weibo and WeChat for example, because students are willing and good at accepting these new things, and the information disseminated in these media has strong

timeliness, the application of these media can effectively arouse students' interest in learning and improve the timeliness of ideological and political theory teaching in colleges and universities. At the same time, teachers can use QQ group, WeChat as a tool to communicate with students, so as to better understand students' interests and needs, and improve the teaching quality. Of course, these tools can also be used among teachers to exchange teaching experience and social hot spots, so as to promote the research and reform of ideological and political theory course [4].

3. New problems of ideological and political education in the new media era

3.1. Lack of necessary new media literacy among teachers

Teachers are the main body of ideological and political education in colleges and universities, and one of the influential factors of educational innovation in the new media era. Ideological and political education in colleges and universities is facing challenges in the new media era, which is an important stage for ideological and political educators to carry out teaching reform. The application of new media technology in ideological and political education combined with innovative educational strategies can bring different feelings to students.

First, teachers lack the necessary Internet thinking. This part of teachers focus on the traditional teaching of classroom theory, but do not have a correct understanding of the advantages of Internet technology.

Second, teachers lack the necessary training in Internet technology. Although some teachers have full knowledge and understanding of the advantages and characteristics of the Internet technology, they do not have the ability to effectively combine the ideological and political theory teaching with the information technology platform, that is, they do not give full play to the advantages of the Internet platform in teaching practice.

Third, colleges and universities have not established relevant mechanisms to encourage teachers to actively use the Internet. Many colleges and universities do not require teachers to innovate the traditional teaching activities in the assessment standards, which leads to the low enthusiasm of teachers for new media teaching activities.

Fourthly, colleges and universities have not made necessary policies to encourage teachers to effectively apply new media technology. According to the investigation and analysis, 85% of the ideological and political teachers in colleges and universities in our country have not got the financial support and mechanism support.

3.2. Inefficient use and integration of Internet teaching resources

Combined with the actual survey results, we can find that in the process of ideological and political education and teaching, the use of Internet teaching resources and the combination of low efficiency, mainly for the following reasons:

First, the use rate of Internet teaching resources in the ideological and political classroom is low. However, in the process of ideological and political education, many teachers have not introduced relevant cases on the Internet, nor have they fully discussed the current hot topics with students [5].

Second, in the teaching process of ideological and political education in colleges and universities, the relevant teaching content and students' actual cognitive needs are not highly unified. In the process of carrying out ideological and political courses, some colleges pay insufficient attention to the effective combination of theoretical knowledge and practical content. In the actual teaching process, the teacher has not used the simple words and the effective appropriate method to explain to the student to the Internet teaching resources. If things go on like this, it will not only make students less and less interested in social hot events, but also make students lose their awareness and ability of in-depth analysis of related events, which is not conducive to students' all-round development.

3.3. Low integration of Internet technology and teaching methods

Analysis of the results of the survey found that the reasons for the low uniformity between Internet technology and ideological and political teaching in colleges and universities are mainly due to the following factors:

First, in the context of the continuous development of Internet technology, colleges and universities have not made timely adjustments to relevant policies. Although some teachers of ideological and political courses realize the necessity of teaching on the modern Internet platform, they can not meet the students' learning needs because of the unscientific teaching methods and teaching contents. In addition, the lack of a sound policy of mutual recognition of credits on the Internet makes some of the ideological and political courses carried out through the Internet platform less efficient. Therefore, we should formulate the relevant credit mutual recognition policy as soon as possible to mobilize the enthusiasm of students, teachers and other parties.

Secondly, the integration of Internet technology and the teaching methods of ideological and political theory courses in colleges and universities is relatively low. For some colleges and universities that carry out the teaching on the platform of Internet, they lack the substantial reform of the teaching mode of ideological and political theory courses, but regard the Internet technology as the copying tool of the traditional teaching mode, teaching content, teaching tool, teaching method and teaching system, and simply transfer the education from offline to online, only innovate the education form, but do not make the essential change to the traditional teaching mode centered on teachers, classroom and teaching materials.

4. Innovative strategies of ideological and political education in the new media era

4.1. Intensify the cultivation of teachers' information literacy in ideological and political theory courses

First, improve teachers' awareness of making full use of information resources. Through the flexible use of the Internet platform, teachers can collect useful information resources and organize the relevant content to help students effectively integrate the fragmented knowledge in their minds. Through the effective integration of sound, text, image, data and teaching content, the students' visual and auditory senses can be stimulated and their memory and understanding of relevant knowledge can be deepened.

Second, improve teachers' ability to operate Internet technology. Colleges and universities can carry out diversified Internet training activities according to the actual situation. Encourage teachers to communicate effectively with students through the effective application of Internet communication software. Cultivate teachers to use information technology for video production and editing, master courseware master, Flash, Excel, PPT, Word and other software functions.

Third, cultivate teachers' ideology of equality and sharing. Teachers should actively participate in students' extracurricular life, and fully understand and timely grasp students' ideological trends. Strengthen teachers' ability to integrate life language and multimedia language, use Internet language reasonably in teaching, and enhance students' interest in learning. Fourth, the formulation of diversified policies to enhance the enthusiasm of teachers to carry out information technology teaching. Colleges and universities can provide special financial support for Internet courses by establishing a scientific assessment system and effectively integrate Internet teaching resources and quality culture.

4.2. Constantly enrich the Internet teaching resources for ideological and political theory courses

First, improve the timeliness and openness of Internet teaching resources. In the process of ideological and political education, teachers should use correct theory to guide students, and integrate socialism, collectivism, patriotism and other correct values into teaching. Teachers should also ensure that the selected Internet teaching resources are of high quality, take the content of the textbooks as the basis, and ensure that the selected teaching content can be combined with students' actual life and study. That is to say, teachers should select teaching resources based on the actual situation, and should not only include the relevant knowledge of ideological and political theory courses, but also fully reflect the content of ideological and moral education.

Second, improving the effective combination of reality and theory of ideological and political curriculum. In the context of the Internet, teachers of ideological and political courses want to ensure that the teaching content of theoretical courses can be closely related to students' real life. Therefore, teachers of ideological and political courses should not only ensure that the selected Internet teaching resources have a positive guiding role, but also agree with the students. In order to help students understand the connotation and necessity of ideological and political education, deepen the effect of education, improve the quality of ideological and political education, and promote students' ability to

solve practical problems.

4.3. Constructing a Pluralistic Ideological and Political Online and Offline Mixed Teaching Mode in Colleges and Universities

Teachers of ideological and political courses in colleges and universities can combine the actual learning ability of students and the specific teaching situation to make full use of the "reverse classroom" teaching mode.

First, in the process of pre-class design, teachers should combine teaching objectives and teaching content, the teaching process for a reasonable arrangement. Before the beginning of the course, I record the relevant teaching video, and highlight the key knowledge and difficult knowledge in the video. On this basis, I establish the Internet teaching platform.

Second, in the process of designing online teaching, teachers should guide students to clarify learning tasks, find relevant information, and discuss key issues with teachers and other students. Enable the student to carry on the self-examination to the study situation in the teaching platform, completes the investigation report take the group as the unit. Third, in the process of designing offline teaching, teachers should sort out the contents of students' autonomous learning, so that students can learn from the past. Assign a student as a group to report on the results of the study. The teacher will give the student the necessary comments and time to encourage the students.

5. Conclusions

There are many new changes in the new media age. Many creative teaching models, teaching methods and teaching attempts have brought us valuable enlightenment. But the application of new media technology and models is obviously different in different teaching environments. Therefore, the innovation of ideological and political education in colleges and universities must be based on the induction, summary and integration of a large number of theoretical documents and practical experience, and the most valuable part must be refined, and the teaching linkage, innovation and cooperation in multi-angles, multi-levels and multi-fields must be formed nationwide, so as to jointly enhance the discourse power of ideological and political education in the new media and the Internet, form an influential ideological and public opinion atmosphere, let the students stay in it, feel the actual value and practical value of ideological and political education, so as to stimulate the initiative and enthusiasm of students in ideological and political education and improve the overall teaching effect of ideological and political education. At the same time, the powerful data sharing and interactive function of new media can also play an important role in the integration of ideological and political education.

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