Original Research Article

Research on discourse innovation of ideological and political education in the new media era

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Abstract: With the rapid development of Internet technology, new media has reconstructed the information communication ecology with its interactive, open and personalized characteristics. As the core battlefield of ideological dissemination, ideological and political education is facing profound changes in communication methods, discourse systems, and educational effectiveness in the era of new media. General Secretary Xi Jinping emphasized: "We must use new media and new technologies to make work come alive, and promote the high integration of traditional advantages of ideological and political work with information technology." In the era of "everyone has a microphone," the discourse of ideological and political education must break through traditional paradigms and achieve a transformation from one-way indoctrination to multi-dimensional interaction, from abstract theory to concrete expression. This article systematically explores the core issues of innovative discourse in ideological and political education in the era of new media from three dimensions: theoretical logic, practical challenges, and practical paths.

Keywords: Ideological and political education; Discourse innovation; New media era

1. Introduction

In today's society where digital technology profoundly reshapes social communication, when the average daily online time of Generation Z exceeds 4 hours, the traditional one-way discourse mode of ideological and political education is experiencing intergenerational transmission discontinuity. Faced with the practical challenges of historical nihilism deconstructing mainstream narratives through short videos and consumerism infiltrating value cognition through emojis, the discourse of ideological and political education urgently needs to break through the "classroom wall" and achieve a paradigm shift from theoretical monologue to life dialogue. The article is based on the three-dimensional perspective of "technology culture education", systematically analyzing the internal logic of discourse innovation in the new media era, proposing the construction of a life oriented, scene oriented, and immersive discourse system, and providing methodological support for ideological dissemination in the new era.

2. The necessity of innovative discourse in ideological and political education in the era of new media

2.1. The inevitable requirement for ecological reconstruction in communication

New media has broken the one-way communication pattern of traditional media and formed a "decentralized" network communication structure. According to the 51st Statistical Report on the Development of Internet in China, as of December 2022, the average daily online time of Internet users in China is nearly 4 hours, with students accounting for the highest proportion. This means that ideological and political education must shift from the "classroom center" to the "network center" and integrate into students' fragmented life scenarios. For example, the topic of "Party History Youth Talk" on Tiktok has been broadcast more than 8 billion times, proving

that short videos have become an important channel for young people to obtain information. The iteration of new media carriers, from text and radio to short videos, live broadcasts, and virtual reality (VR), has prompted the discourse of ideological and political education to shift from abstract theory to concrete expression. For example, the "Qingxiaohua" Tiktok number of Tsinghua University interprets "common prosperity" through sitcoms, and a single video has more than 500000 reviews, successfully translating policy discourse into content that young people like to hear and talk about.

2.2. Strategic choices in ideological games

In the new media environment, negative ideologies such as historical nihilism and consumerism are adept at using entertaining and emotional language to package themselves and spread widely. The topic of "Republic of China fever" on a certain social media platform beautifies old era life, downplays class contradictions, and seriously impacts the values of the youth group. At the same time, the mainstream value discourse of traditional "grand narrative" style is easily deconstructed in the era of fragmented communication of new media. For example, the article "Patriotic Education" pushed by a university's official account has less than 100 readers, while the star gossip released by the entertainment account can easily get tens of thousands of praise. This stark contrast reveals that mainstream value dissemination is facing severe challenges. If ideological and political education does not innovate its way of expressing itself, it will not only be difficult to resist the erosion of diverse negative ideological trends, but also fall behind in the competition for the attention of young people. Therefore, mainstream values urgently need to use the form of "small stories mapping big truths" to enhance their own infectiousness, stand firm in the complex new media environment, and lead young people to establish correct values.

2.3. Realistic response to intergenerational changes in educational targets

Generation Z college students grew up in the wave of the digital age, and their information reception exhibits distinct "three modernizations" characteristics. At the socialization level, social platforms such as WeChat and Weibo have become their main battlefield for obtaining information, and they are enthusiastic about building their own cognition through community interaction; In terms of visualization, according to the "Report on the Development of New Media for Chinese Youth", the acceptance of visual content such as short videos and emoticons is as high as six times that of text; In terms of personalization, they resist the standardized preaching mode and instead pursue customized content, such as using algorithm recommendations to plan personalized learning paths. At the same time, there is a clear intergenerational gap in the discourse system between traditional ideological and political education language and youth subcultures. For example, teachers are accustomed to using expressions such as "forging ahead", while student groups tend to use internet buzzwords such as "involution" and "lying flat" to express their demands. The disconnection of this discourse system makes it difficult for traditional ideological and political education content to resonate emotionally with Generation Z students, thereby affecting the actual effectiveness of ideological and political education.

3. The realistic challenge of innovative discourse in ideological and political education in the era of new media

3.1. Insufficient timeliness of discourse content

In the era of new media, the lack of timeliness in the content of ideological and political education discourse is reflected in many aspects. On the one hand, there is a lag in attention to emerging things such as the sharing

economy and the rise of artificial intelligence, but ideological and political education has not timely explored the ethical and social impacts it has caused, which is disconnected from students' lives. On the other hand, it is difficult to keep up with new trends, and in the face of historical nihilism and consumerism spreading through new media entertainment, it is difficult to quickly analyze and respond, and it is impossible to provide value guidance for young people. In addition, in the current rapidly changing hot topics, the discourse of ideological and political education updates slowly. For example, after major social events occur, it is difficult to timely utilize hot topics to carry out education and miss the opportunity to guide students.

3.2. Weakening of the attractiveness of discourse form

In the era of new media, the attractiveness of ideological and political education discourse has significantly weakened. Firstly, the traditional way of expression often involves serious theoretical indoctrination, which contradicts the relaxed, lively, and interactive style of new media. For example, in the classroom, teachers explain ideological and political theories from scratch, which is difficult to attract students compared to interesting short videos on new media platforms. Secondly, the communication channels are single, overly relying on offline scenarios such as classrooms and lectures, and not fully utilizing the diverse channels of new media. For example, many ideological and political propaganda only rely on the bulletin board on campus, and miss microblog, Tiktok and other traffic positions. Thirdly, there is a lack of creative presentation, and the text is mostly monotonous, with few innovative forms that combine new media technologies such as audio, video, and animation. In the information explosion of the new media environment, it is easy for students to overlook it and its attractiveness is not as strong as before.

3.3. The effectiveness of discourse interaction is limited

In the era of new media, the limited effectiveness of ideological and political education discourse interaction is mainly reflected in the following aspects. On the one hand, the interaction between educators and learners is often limited to traditional forms such as classroom questioning and homework, with less real-time interaction on new media platforms. For example, in online course discussion forums, teachers' responses are not timely and student participation is low. On the other hand, interactive content often revolves around theoretical knowledge and lacks exploration of students' real confusion and interests in the new media environment. Ethical issues related to internet hotspots that students are concerned about are rarely addressed in the interaction of ideological and political education. In addition, the interactive channels are not fully integrated, and the school's official website, social media, and other platforms operate independently. Students find it difficult to switch between different platforms, which affects the coherence of interaction and greatly reduces the effectiveness of discourse interaction.

4. The Practical Path of Innovative Discourse in Ideological and Political Education in the New Media Era

4.1. Constructing a "trinity" discourse content system

Building a "trinity" discourse content system is a key path for innovative discourse in ideological and political education in the era of new media. In the dimension of the times, it is necessary to keenly capture current hot topics, integrate the development of emerging technologies such as blockchain and big data into ideological and political content, explore the social responsibility and value orientation behind them, and make ideological

and political education closely follow the pulse of the times. From an ideological perspective, deeply explore the theoretical core of Marxism, apply dialectical materialism to analyze complex social phenomena such as social class mobility, wealth gap, etc., and strengthen value guidance. In terms of fun, cleverly utilizing internet memes and popular culture elements, such as using internet phrases like "broken defense" and "yyds" as entry points, to tell inspirational stories and resonate with students. By organically integrating modernity, ideology, and interest, we aim to create a novel and effective ideological and political discourse content system, enhancing the attractiveness and infectiousness of education.

4.2. Innovative "Immersive" Discourse Expression Method

In the era of new media, innovative "immersive" discourse expression can be approached from the following aspects. Firstly, by leveraging new media technology to create immersive scenes and utilizing virtual reality (VR) and augmented reality (AR) technologies to construct virtual spaces for ideological and political education, such as reproducing historical event scenes, students can experience the struggle of revolutionary predecessors firsthand. Secondly, create immersive content and write ideological and political stories with ups and downs in plot, presented in the form of a series of short videos, incorporating emotional elements to allow students to deeply immerse themselves while watching. Furthermore, immersive interaction should be carried out by setting up interactive segments in live classes, such as allowing students to play historical figures and debate their viewpoints, or sharing insights in real-time through bullet comments. In addition, utilizing social media to build immersive communities, organizing topic discussions, guiding students to continue participating, strengthening their understanding and recognition of ideological and political content, and enhancing educational effectiveness.

4.3. Strengthening the support and guarantee of discourse innovation

In the era of new media, strengthening the support and guarantee of innovative discourse in ideological and political education requires efforts from multiple aspects. In terms of resource guarantee, we will increase investment in the construction of new media platforms for ideological and political education, purchase advanced technology and equipment, integrate high-quality teaching materials, and create a resource library that integrates text, audio, and video. At the level of talent guarantee, cultivate a composite teaching team that combines ideological and political professional knowledge with new media skills, regularly organize new media technology training, and enhance teachers' ability to use new media to carry out teaching. In terms of mechanism guarantee, establish and improve incentive mechanisms, and reward teachers who actively innovate ideological and political discourse and achieve good teaching results; Improve the evaluation mechanism, utilize big data analysis to analyze students' feedback on ideological and political discourse, timely adjust and optimize teaching content and methods, and comprehensively lay a solid foundation for innovative ideological and political education discourse.

5. Conclusion

The innovation of ideological and political education discourse in the era of new media is essentially a deep integration of educational concepts, technological means, and humanistic care. Through the reconstruction of theoretical logic, response to practical challenges, and exploration of practical paths, the discourse of ideological and political education can break through traditional constraints and radiate new vitality in the digital age. In the future, it is necessary to further explore the empowerment of new technologies such as artificial intelligence and

metaverse in ideological and political education, construct a modern discourse system that combines theoretical depth and dissemination effectiveness, and provide strong support for cultivating new generations who are responsible for national rejuvenation.

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