An Analysis on the Adjustment of Ideological and Political Education Discourse in the Era of We Media

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Abstract: While opening up a new space for ideological and political education discourse, the arrival of We Media era has also brought many challenges. On the basis of grasping the basic concepts of We Media and ideological and political education discourse and their related logic, this paper further analyzes the dilemma of ideological and political education discourse in the era of We Media and puts forward corresponding solutions.

Keywords: We Media; Ideological and political education discourse; Adjustment

1 Introduction

With the rapid development of network information technology, We Media has emerged strongly and become the information communication tool increasingly frequently used by the current netizens. Although it opens up new space for ideological and political education discourse, many difficulties have been brought. Centering on the proposition of "the adjustment of ideological and political education discourse in the We Media era", the author makes an in-depth discussion on the relevant connotation, correlation logic, dilemma analysis and solutions, in order to provide new thinking for the innovation of ideological and political education discourse and the construction of discourse power in the network society.

2 Overview of We Media and Ideological and Political Education Discourse

2.1 Overview of We Media

We Media (also known as individual media) refers to a new way of information communication in which information producers and disseminators in network society, which are personalized, independent and grass-root, relying on advanced network information technology and mobile clients to produce and transmit all kinds of information at any time. This independent and immediate mode of communication, which is dominated by individual communication and carried by information technology, is increasingly constructing the discourse communication pattern of "decentralization, interconnection and sharing, low threshold and grassroots", and the era of We Media has come.

2.2 Ideological and political education discourse

"Ideological and political education discourse refers to the system of verbal signs used by educators and educatees in the process of ideological and political education activities to communicate, propagate, indoctrinate, persuade, describe, explain, evaluate and construct ideological and political education content and intersubjective ideas, value orientation and behavior representation in line with certain language norms, rules and laws, and in a specific discourse context[1]." Thus it can be seen that ideological and political education discourse is the bridge and medium of communication and interaction between educators and educational objects. Without discourse — the "linking" role played by this intermediary, ideological and political education activities cannot be carried out effectively.

2.3 The correlation logic between We Media and ideological and political education discourse

On the one hand, with the advent of the era of

We Media, the online society and offline society are increasingly entering a highly permeable and interactive state. Ideological and political education, as a subsystem of the huge social system, is inevitably affected by the overall environment of We Media in the network information society. On the other hand, as a kind of media, We Media is inevitably relied on by the ideological and political educational discourse in the information society in order to better realize the equal, fast and effective communication between the two sides of education. Therefore, the innovation of ideological and political education discourse also depends on this medium and carrier, and follows the communication law and application logic of this new kind of media. In short, it is precisely because of the correlation logic between We Media and ideological and political education discourse that "the dilemma of ideological and political education discourse in the era of We Media" is a true proposition. So what are the dilemmas of ideological and political education discourse in the era of We Media? That's what we're going to discuss next.

3 The Dilemma of Ideological and Political Education Discourse in the Era of We Media

3.1 Educators are challenged in the status of unitary discourse, and the trend of the diversification of the subjects of discourse expression appears

As is known to all, ideological and political education is an important part of China's ideological work, which bears the important mission of transmitting the mainstream ideology to the masses and consolidating the discourse power of the dominant ideology. In China's traditional mode of ideological and political education, it was easy for the ideological and political educators with their official status, professional identity, policy support, system security, as well as a lot of advantages such as easy access to reliable source of information, to grasp the notion of education and form a word "territory" in the ideological and political education activities, where educators have dominated status, while the educatees are in affiliate status. But with the advent of the online society, "In the complex cyberspace, the chain type and diachronic channels through which people receive and disseminate discourse information turn to be flat and consensual; as if the

earth were no longer spherical, the speed of information acquisition is no longer related to 'where the sun rises earlier'.; information rushes to the people of the world in front of every second with the overwhelming Internet channels, lest it would lose value because of falling behind[2]." Especially in the current network ecological pattern of We Media, the object of education is not only the receiver of information, but also the producer and disseminator of it. The network information is so vast that the discourse content is complex and changeable, which not only reduces the information identification degree of the majority of netizens, but also makes educators gradually lose the priority of the information source of their discourse power. As a result, the "authority" of educator's discourse, which is originally in a dominant position, is greatly challenged, leading to a sharp increase in the difficulty of discourse. However, diversified speakers are constantly trying to challenge the mainstream voice through supporting the expansion of network "boundaries".

3.2 Discourse content lags behind the communication context of We Media, and content innovation is urgent

According to "The 45th China Statistical Report on Internet Development" released by China Internet Network Information Center (CNNIC) on April 28th, "By March 2020, the number of Chinese Internet users is 904 million, with an Internet penetration rate of 64.5%", "the number of Chinese mobile Internet users is 897 million", and "the proportion of Internet users using mobile phones to surf the Internet is 99.3%"[3]. As the Chinese people are living in an era of "access to Internet for everyone and at any time", diversified interest appeal subjects, massive symbol production and flat communication channels aggravate the expansion of all kinds of discourse, and the bad social ideological trend "spreads fast" relying on the fragmented communication context. However, it is difficult for the content of ideological and political education discourse that focuses on grand narrative and rigorous logical argumentation to adapt to the fragmented context of "being keen on attracting attention to emphasize viewpoints while neglecting argumentation". It is difficult for the content of the discourse that is single, less changeable and lacks a breath of life to be transmitted to the hearts of netizens and meet the diversified interest demands. Instead, it is easy for it to be surrounded by the "vast sea" of mixed and varied information. The function of ideological

and political education discourse to play its normative and guiding role in promoting people's free and all-round development and social development is greatly restricted, so it is urgent to innovate the content of discourse in the face of this dilemma.

3.3 It is difficult for the mode of discourse to attract and move people due to the lack of affinity and appeal

In the era of We Media, the way of discourse output in cyberspace tends to be diversified, virtualized, visualized and flexible, which is also more amiable and can attract the "eye" of netizens and win their attention. However, the traditional ideological and political education discourse method fails to fully integrate into the communication context in the We Media era and meet the requirements of diversified subjects. Discourse output is not closely integrated with WeChat, weibo and douyin and other new media, with a phenomenon of "double appearance". Some scholars pointed out sharply that the discourse of ideological and political education on network is dominated by "infusion", "control" and "authority", and characterized by abstraction, conceptualization and scholarship, which leads to the serious deficiency of visual impact, emotional shock and ideological appeal of ideological and political education discourse. As a result, the negative information on the Internet has a magnifying effect and the guiding force of public opinion on the Internet has weakened, which needs to be strengthened and improved[4]. Therefore, it is a natural choice to improve the affinity and appeal of innovative discourse to attract and impress people.

4 Solutions to the Dilemma of Ideological and Political Education Discourse in the Era of We Media

4.1 Building equal, democratic and harmonious dialogue relations and guiding rational voices

First of all, educators must realize that online social We Media makes the discourse expression of educational objects more convenient. Entering the era of "all voicing", every one of the educatee is eager to become the center of discourse and proclaim the authority of their information sources. However, the diversification of online speech will inevitably affect the traditional "education-led" discourse pattern, which is the result of the development of new media and new technologies

in the network society. Therefore, it is necessary to build an equal, democratic and harmonious dialogue relationship based on this objective understanding, improve the intersubjectivity of discourse, respect the voice desire and needs of the educational object, and make both sides of education coexist equally. Secondly, ideological and political education discourse should actively extend to the "territory" of the Internet, and guide people to voice rationally through the publicity and education regulation of discourse authority through institutional and normative measures. Although everyone has the right to freedom of speech, freedom is relative and should be the freedom under the premise of observing the relevant legal system and ethical and moral norms. Educators should be good at finding the ideological consensus, common interests, and resonance point in emotional communication between the two sides of the discourse, so as to improve the recognition degree of the educational objects to the discourse content and so that they can understand, love and use the ideological information conveyed by the educator's discourse, and make the mainstream ideology occupy the commanding height of the network.

4.2 Adapting to the communication context of We Media, and taking multiple measures to adjust the discourse content

First of all, the content of ideological and political education discourse in cyberspace should not only be the "projection" of the content of practical ideological and political education discourse in the field of We Media, but also be upgraded and innovated. On the premise of adapting to the communication context of We Media, the preachment should be refined and condensed into short and pitiful content to strike the essence of the theory. Secondly, the content of discourse should pay attention to the reality and keep close to the "life world", stand firmly for the people, enhance the explanatory power and persuasion of the real world. And at the same time, it need to resolutely fight back against all kinds of adverse social ideological trends, so as to clear out the "discourse fog" in the chaos of public opinion. Thirdly, on the premise of keeping the background of Marxism unshaken, it is necessary to attach importance to the explanation and exploitation of excellent traditional Chinese cultural discourse resources, take in "borrowed" discourse resources dialectically, and constantly absorb the fresh and changeable discourse resources of the Internet world. In this way, the discourse content to meet the diverse

subjects of interest demands can be enriched while keeping pace with the times in the great practice of socialism with Chinese characteristics and the journey to realize the Chinese dream of the great rejuvenation of the Chinese nation.

4.3 Enhancing the affinity and appeal of the mode of discourse, so as to make it easy for the discourse to be accepted

First, it is necessary to turn the static mode of discourse to dynamic one so as to realize the visualization of discourse output. In the field of We Media, new media such as WeChat, weibo and douyin should be fully utilized to integrate discourse content into pictures, emoticons, micro videos, live webcast and other forms, so as to make discourse context three-dimensional, vivid and visual. Secondly, Internet words should be appropriately used for discourse packaging to make abstract, conceptualized and academic theoretical discourse, bookish discourse and political discourse more accessible and down-to-earth, which boils down to saying more words that the majority of Internet users can understand and shows a breath of life. Thirdly, given that the "authoritative", "controlling" and "infusing" discourse modes are too rigid, the discourse output of ideological and political education should be transformed into a flexible one, so as to make the discourse output more affectionate and easier to be consciously accepted and absorbed by the educational objects.

5 Conclusion

To sum up, in the era of We Media, the ideological and political education must keep pace with the times. According to the contextual characteristics of network social We Media field and the law of discourse transmission, the ideological and political education discourse should adjust itself, optimize and innovate from multiple dimensions such as discourse relationship, discourse content and discourse mode, and at the same time, combine China's national conditions and the current situation of network social governance to find a path of ideological and political education discourse innovation with Chinese characteristics.

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