

Research on the Risks and Preventive Measures of Ideological and Political Education for College Students in the Context of the Internet

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Abstract: In the internet context, education's pertinence and timeliness have been significantly improved. However, the online world is also full of hidden risks, and in this context, the behavior and thoughts of college students may have the risk of derailment. At the same time, the implementation of ideological and political education in universities may also face challenges. This article will analyze the causes of risks faced by ideological and political education for college students from three different perspectives: online media, individual students, and university management. In the final part of the article, targeted suggestions will be proposed, including strengthening student risk awareness education, enhancing the discourse power of universities in ideological and political education, and fully utilizing the advantages of online tools to increase risk prevention efforts, adapt to new changes in the online environment, and lead the new direction of university education work.

Keywords: Network background; College students; Risks of ideological and political education

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1. Introduction

Educators in China should take the initiative to improve Internet thinking, assume their own responsibilities in cyberspace, and effectively maintain network security^[1]. The internet facilitates people's communication and interaction and brings significant risks and challenges that cannot be ignored, such as the deviation of online public opinion, the spread of erroneous trends, and the alienation of online tools and subjects. As a result, there is a trend towards significant ideological risks, which requires vigilance.

2. Types of risks in ideological and political education for college students under the background of the internet

On the part of the educated, there is a risk of ideological and behavioral deviation among college students, including the risk of ideological misleading and improper interpersonal communication behavior. In terms of

educators, there are implementation risks in universities, such as the risk of outdated discourse content, gap between educators and online tools, and marginalization of ideological and political education in universities. These risks have become increasingly apparent under the catalysis of the online background, posing urgent requirements for risk prevention.

2.1. The risk of deviating from the behavior and thinking of college students

Under the background of the internet, education in universities is influenced by multiple dimensions, and the most profound impact is that the internet has expanded the education environment, bringing diverse information. The mixed information of good and bad can easily mislead college students' thoughts, which may lead to their behavior and thoughts deviating from the normal track of social development.

2.1.1. Misleading risks of online culture

Multiculturalism can easily lead to alienation of individual and social values. There is a vast amount of online information, and in addition to the main culture, there are also many subcultures and harmful cultures that are not the main theme ^[2]. Some scholars believe that in the context of new media, online language that expresses emotions, such as negative thinking and a "Buddha-like mindset," represents a subculture on the internet that deviates from positive values. At the same time, in addition to subcultures that have emerged due to the internet, there are also many harmful cultures and ideas spread through the internet ^[3]. Due to the reliance of the internet on algorithmic recommendations, it is necessary to pay attention to the risk of one-sided cultural misleading in online dissemination and only recommend what users like. It will cause difficulties in consolidating social consensus, exacerbate personal bias, mislead personal behavior, and even have an impact on society.

2.1.2. Risks in online interpersonal communication

The internet has strong interactivity, and under the cover of the virtual world, the subject relationships for disseminating and creating information are complex ^[4]. The interpersonal communication situation is complex, and young students are prone to developing cluster emotions, making them more easily influenced by rhythm ^[5]. If used by malicious individuals and biased towards the moral judgment of college students, such as online violence, it can have negative effects on society. In addition, in virtual network interactions, students may overlook the existence of the real world and focus on the Internet. In some cases, they may encounter online fraud without realizing it, such as joining pyramid schemes, falling into campus loan traps, and being scammed, presenting an unhealthy state of online communication.

2.1.3. Security risks of network tools

Education cannot be separated from the network background, and there are security risks associated with network tools. In terms of the students, screen scrolling addiction and gaming addiction are harmful to the physical and mental health of young students, where it may cause stagnant thinking, pursuit of entertainment supremacy, and other factors that can harm their future. In terms of online tools, the mechanical introduction of artificial intelligence technology will inevitably bring new risks and challenges to education, which is information security ^[6]. There is so much information collected ^[6] through big data without the knowledge of users and tons of media traffic captured that catches people's attention. Sometimes, it is difficult to distinguish content that ignores the truth, especially in young students. It is worth pondering whether information collection and storage are safe and reliable. In this era full of internet tools, there are security risks in online media, which have an impact on ideological and political education in universities.

2.2. The implementation risks of ideological and political education in universities

Under the background of the internet, universities also face the implementation risks of education. Scholars have come to understand the challenges faced by the construction of discourse power in universities: decentralization of content, virtualization of context, and distortion of communication. In terms of content, ideological and political education in universities faces the risk of lagging behind the development of the internet and the thinking of young people. In terms of status, it faces the risk of being dominated by online tools, and in terms of dissemination, it faces the risk of distortion.

2.2.1. Risk of outdated discourse content in universities

With the updating and iteration of Internet content, colleges and universities are facing the risk of backward discourse content. The content of ideological and political education in universities needs to break free from the passive dilemma of chasing students and become a positive state of guiding students. Although traditional models of ideological and political education in universities, such as counselor talks and ideological courses, will still be effective for a long time, in the context of the internet, the risk of losing control of the discourse content of ideological and political education in universities is increasing. It is necessary for universities to change their methods of ideological and political education and update their content to prevent risks ^[7].

2.2.2. The risk of alienation between educators and online tools

The impact of the internet on the thinking of college students may exceed that of university educators. The risk is that the attractiveness of ideological and political courses in universities is insufficient, and then network tools will excessively interfere with the dissemination of ideological information among students, presenting an alienation of status ^[8]. In fact, this alienation is a manifestation of the contradiction and change in the actual needs of educators and learners. With the support of the Internet, network tools gradually control the sources of students' ideological information, allowing them to freely and autonomously choose and receive information. In addition, with the recommendation of intelligent algorithms, the bombardment of the same information makes students believe what they see unilaterally, which is manifested as the alienation risk of network tools "dominating" and being vigilant of the risk of losing control of discourse power ^[9].

2.2.3. The risk of distorted ideological and political education in universities

Firstly, universities lead the ideological and political education of college students, and in the process of educating students, educators have the right to interpret. The information explained by different educators carries the risk of being misinterpreted. Secondly, there is a great risk of rewriting information disseminated through the internet. The internet has a polycentric characteristic, and every link carries the risk of rewriting ideological and political education information. Finally, if there is a lack of authoritative explanations for mainstream values, the understanding and behavior of student terminals towards information will be at risk of misinterpretation depending on individual differences and the guidance of the massive amount of information on the internet, making it difficult to form consensus ^[10].

3. Attribution of risks in ideological and political education for college students under the background of the Internet

The lack of risk avoidance thinking among college students, coupled with network embedding, directly brings new risks to their ideological education, amplifying contradictions among educators, learners, the educational environment, educational methods, and so on. In addition, the absence of a risk perspective in ideological and

political education in universities is also one of the contributing factors.

3.1. Network embedding brings risks to ideological and political education

The background of the Internet is a direct cause of risk, not only due to the risks brought by technological intermediaries but also the changes in the subject and object of education in the virtual environment, manifested as the passive status quo of students due to the silence and loss of educational objects, and the decline of humanistic spirit under digital survival ^[11].

3.2. The characteristics of college students lacking risk avoidance

As the main body of ideological and political education, college students are the main target of risk expression. The college student population is often characterized by a lack of risk awareness, flammable collective emotion, and a lack of rationality.

3.3. Absence of risk education in universities

The university classroom is at the forefront of educating students, and students have a risk tendency to deviate from the normal track in their thinking and behavior, which is closely related to the risk education of university educators. The shortcomings are manifested as a lack of content, the need to strengthen the control ability of educators, and the insufficient coordination between real classrooms and virtual networks in the context of the internet ^[12].

4. Preventing the risks of ideological and political education for college students in the context of the internet

The prevention of risks in ideological and political education needs to play three roles: universities, online intermediaries, and students. Teachers should pay attention to the role of universities in educating students, carry out student risk education in content, firmly grasp the discourse power in form, and at the same time, leverage the advantages of online tools to adapt to the development of the times and guide online ideological and political education.

4.1. Be proactive and carry out risk education for students

Risk education is about society and life issues, which requires filling in various aspects. The core goal is to enhance bottom-line thinking, strengthen risk awareness and enhance risk prevention and control capabilities ^[13]. It is not about opening another course independent of the university's training system but enriching the content of risk and safety education and innovating methods for student risk education.

4.1.1. Enrich the content of risk and safety education for students

Firstly, risk education for students should focus on their personal lives, such as personal development risk education, neglecting academic performance, unemployment risks, and the risk of not taking good care of their health and safety. To ensure a healthy life for students, in addition to paying attention to their individual needs, teachers should also teach them to care about society and the country. Universities should also educate students to identify harmful information online, spread rumors or harmful information and be particularly vigilant against the invasion of erroneous ideas. At the same time, it is necessary to educate students to face current social events correctly, not avoid or misinterpret them, forming moral judgments that conform to the core socialist values, and prevent erroneous group emotions from igniting negative consequences.

4.1.2. Innovative methods for educating students on risk awareness

Not only should students be educated on the correct content of risk prevention, but teachers also need appropriate methods. Traditional ideological and political education often adopts methods such as persuasion, indoctrination, and comparison, such as teacher guidance, thematic class meetings, and the need for university platforms to lay the groundwork and control harmful information from the perspective of information dissemination. For example, using network means to play the role of typical case studies or social practice activities, using big data screening, targeted recommendations, and block connections to raise students' vigilance and regulate themselves.

4.2. Top-level design, universities occupy a high ground of discourse power

As ideological and political education leaders, universities should firmly grasp their discourse power. From the content aspect, it is important to be cautious and take the lead in terms of status. Teachers should not let online tools take over completely like the turtledove takes over the nest of a magpie but rather lead campus ideological and political education, strengthen top-level design, and coordinate and allocate resources.

4.2.1. Universities guide the direction of online ideological and political education

Online tools have the characteristics of intelligence, making them more immediate and efficient compared to universities, making them easier to become places for discourse communication. However, the Internet is just a tool and not the dominant force of discourse^[14]. Universities should enter the cyberspace, lead online communication and information dissemination, use the internet for ideological and political education, replace the situation of big V guiding discourse, and eliminate related negative thoughts and behaviours. All platforms, such as TikTok and WeChat official accounts, can be used to guide the right direction, while campus data and special campus information platforms can be used for real-time monitoring and prevention.

4.2.2. Enhance the risk control ability of ideological and political education workers

Students are bound to face many difficulties and even risks in school, constantly testing the control ability of educators. Thus, it is important to enhance the educators' risk prevention and control capabilities, such as contingency planning exercises. The main controllers are full-time personnel such as counselors and class teachers in universities. At the same time, the implementers of risk control may not necessarily be educators in universities but can also be the whole society, government departments, spontaneous websites, and students themselves. Predicting and preventing risks on their own is the most effective approach.

4.3. Prevent and control risks, leverage the advantages of network tools

Proper use of online tools can also help prevent risks. By leveraging network risk assessment and prediction capabilities, preventing and controlling students from engaging in dangerous network activities afterward is also possible.

4.3.1. Establish a risk assessment and early warning mechanism

Big data is conducive to establishing risk prevention and control databases. The Internet keeps in touch with the subject and object of education and can reflect the information dissemination and exchange in a timely manner. Blockchain has a backtracking function, which can repeatedly explore clues^[15]. New media also has a memory function in resource sharing, which can preserve students' online behavior and reflect on their experiences. Artificial intelligence has a more intelligent evaluation function. After integrating data for calculation, it can

predict risks, mark sensitive words, and warn about the spread of bad information. Therefore, with the help of the network, risk assessment and warning can be carried out.

4.3.2. Precise prevention and control of student network risks

After evaluation and early warning, the risk signs need to be further precisely prevented and controlled. Traditional methods, such as conversations may lack precision, so it is necessary to use the spear of the network to break through the shield of the network. With the help of the university campus system, recording students' online activity trajectory in the background is more effective in detecting and preventing network risks than in real behavior. Although classroom teaching is the main channel, the power of online tools cannot be ignored. With the help of big data screening and intelligent recommendations, it can awaken students' inappropriate awareness and behavior, and achieve precise prevention and control. In short, we should be vigilant about the risks of ideological and political education in universities and use the power of the internet to mitigate these risks.

Disclosure statement

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