Research on the Application Model of University’S Ideological and Political Education Means Based on The New Media Environment

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Abstract

University’s ideological and political education in has entered a new stage of development under the new media environment. New media technologies have not only provided a wealth of education means for the development of ideological and political education, but also offered students with real-time online learning modes of ideological and political education, thus enhancing their learning efficiency. Therefore, by analyzing the status quo of university’s ideological and political education, this paper concluded that there were some problems such as backward teaching idea, lack of supervision mechanism and the unsound network infrastructure. At the same time, it expounded the role of new media in promoting university’s ideological and political education, and put forward the method of construction of application model of university’s ideological and political education means based on new media by discussing on enriching new media teaching methods, establishing education supervision mechanism and forming real-time learning modes to enhance students’ learning effect of ideological and political education, thus improving students' ideological and moral standards.

Keywords: New Media, University’s Ideological and Political Education Means, Application Model.

1. RESEARCH BACKGROUND

1.1 Research overview

In the teaching activities in colleges and universities, the development of ideological and political education is of great significance to students, which can guide students’ to form the correct ideological and moral concept. With the advent of information era, introduction of new media technology and its application in teaching in colleges and universities have changed the traditional teaching methods in colleges and universities (Wang and Xu, 2017). Under such circumstances, the means of ideological and political education in colleges and universities have also gradually integrated with new media technologies to form new educational methods and enrich students' learning contents. By using new media technologies, students have formed an information-based learning model through online learning videos to repeatedly learn some knowledge of ideological and political education, thus improving learning efficiency and enhancing students' understanding of political and political education (Chai, 2016). At present, topics of research literatures in this field have mainly focused on the application of new media technology in ideological and political education. By analyzing these literatures, the paper has provided a research idea for exploring the application model of ideological and political education means in the new media environment.

1.2 Research purpose

Regarding status quo of ideological and political education in colleges and universities as the cutting point, this paper presented teaching methods are too single in the ideological and political education in colleges and universities, thus neglecting the role of new media technologies in ideological and political education activities (Ni and Qin, 2015). However, Universities guided teachers to re-establish teaching concept, establish training institutions to improve teachers’ information literacy, making teachers apply the teaching methods in new media technologies reasonably to enrich students’ learning contents of ideological and political education, and to form a web-based online learning model to improve students’ ideological and moral quality (Yan, 2015).

2. PROBLEMS EXISTED IN THE IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES
2.1 Traditional teaching concept and lack of information literacy

Ideological and political education was an important subject in college teaching to help students form a correct value outlook and value system by learning the knowledge of ideological and political education, and form good moral concept through practice. However, in the process of ideological and political education, there were still some problems that affect teachers’ ideological and political education activities (Zhao and Han, 2015). First of all, influenced by the traditional teaching concept, most of the teachers did not have a correct understanding of ideological and political education course in colleges and universities. They neglected the guiding function of the ideological and political education on the students’ concepts and paid too much attention to their professional competencies and professional achievements rather than students’ ideological and political education. At the same time, students were affected by this education concept (Liu, 2015). As the main object of teaching, students did not have a correct understanding of ideological and political education. They did not pay attention to the function of ideological and political education for their own development. Therefore, in the process of learning, students did not use their initiatives to learn and master knowledge of ideological and political education and upgrade themselves. At the same time, under the influence of the traditional teaching concept, teachers adopted traditional education methods (Xu, 2014). This also reflected teachers’ negligence of new media from different angles. In the process of teaching, teachers did not combine their own educational methods with new media, which made teachers unable to create an interesting class for students to learn about ideological and political education and affect students’ learning interest and mastery of ideological and political knowledge. Second, there was a lack of information literacy. In the application of new media technologies as a teaching tool, Teachers also required the appropriate information literacy as support. However, in actual teaching, as teachers lacked the appropriate information literacy, they could not use the new media technologies and facilities to carry out teaching correctly, thus affecting the efficiency of ideological and political education. In the process, universities also did not play a role in improving the training mechanism so that they could not regularly train teachers in new media technologies, thus enhancing teachers’ ability to use information (Hong, 2014).

2.2 Single media teaching methods and lack of network infrastructure

The application of new media technologies in ideological and political education in colleges and universities had provided with a wealth of education means. However, in actual teaching, teachers’ media teaching methods were too simple to build a flexible teaching class for students to learn about ideological and political education. As teachers did not have a correct understanding of new media, teachers could not correctly integrate teaching contents of ideological and political education with new media network software products such as WeChat and Weibo, which was unfavorable for students to learn knowledge of ideological and political education through new media software (Zhang and Zhang, 2013). The single media teaching methods also reflected that teachers could not flexibly use new media technologies to assist themselves in teaching, causing new media technologies difficult to play their roles in ideological and political education, thus affecting the teaching efficiency (Mi, 2013). At the same time, single educational means could have an impact on students’ learning interest. A great deal of theoretical knowledge was contained in ideological and political education. However, as students were limited by their own ability to understand, they did not accurately understand abstract theoretical knowledge. In addition, the stereotyped classroom teaching made students unable to apply the theory of ideology and politics education in practice, thus losing the significance of conducting ideological and political education. When new media technologies were applied in ideological and political education, corresponding infrastructures were provided to support them (Zhang and Yu, 2012). However, in practical teaching, the limited education funds for ideological and political education in colleges and universities had led to the lack of corresponding infrastructure support when new media technologies were applied to enrich teaching methods, which was not conducive to the development of ideological and political education activities. Unsound infrastructures made teachers present one-sided teaching characteristics by using new media (Yan and Ma, 2011).

2.3 Backward learning model and lack of supervision mechanism

As the main object of classroom teaching, students’ autonomy in learning played an important role in the ideological and political education. However, in practical learning, some teachers neglected the status of students in teaching activities and still regarded themselves as the main object of education activities rather than guided students to establish right learning model and used new media technologies to stimulate students’ interests in ideological and political education (Liu, 2014). In addition, in the process of learning knowledge of ideological and political education, students did not make rational use of the learning software in new media technologies to form a real-time online learning model, which made students unable to timely feedback to teachers after learning problems are found, thus affecting students’ learning effect. In the course of conducting ideological and political
education, universities and teachers had not made good use of new media technologies and established an online platform for ideological and political education, thus unable to provide students with a unified online learning platform. In addition, Teachers could not rely on the online learning platform to know students’ study and understand their learning progress, and arrange the course of ideological and political education. Moreover, due to the lack of online learning platform, learning exchange between students and teachers was reduced, which not only affected students’ learning feedback, but also prevented students and teachers from establishing a harmonious relationship, thus reducing the teaching level of ideological and political education (Du and Yan, 2014). At the same time, the lack of supervision mechanism could also adversely affect teachers’ teaching means of ideological and political education. New media technologies not only brought about the corresponding technical means for conducting ideological and political education, but also contained a large amount of data information, including a large amount of bad information which had adverse effect on students. The lack of supervision mechanism caused the network learning platform unable to filter the data information in the operation process, affecting students’ learning of ideological and political education.

3. POSITIVE IMPACT OF NEW MEDIA TECHNOLOGIES ON UNIVERSITY’S IDEOLOGICAL AND POLITICAL EDUCATION

The application of new media technologies in ideological and political education in colleges and universities had brought new vitality into ideological and political education in colleges and universities and expanded teachers’ teaching ideas (Li, 2014). Due to the particularity of new media technologies, network information software could be used between teachers and students to make real-time communication, laying a good foundation for the harmonious relationship between teachers and students. Moreover, teachers could get a better command of ideological and moral level of students through communication with students by using information software so as to conduct targeted teaching activities and enhance students’ learning efficiency in ideological and political education. Teachers’ teaching methods were enriched through integration of new media and ideological and political education. In the process of development, new media technologies had gradually formed its own unique technical features, including the ability to quickly transfer information and abundant information resources, which enabled students to receive corresponding learning information rapidly through new media. At the same time, teachers could also use new media technologies to enrich teaching methods and guide students to do better in their learning. Finally, the integration of new media technologies and ideological and political education broke the traditional education methods. In traditional education, the teaching relationship between teachers and students was not equal, and the application of new media technologies helped students and teachers establish an equal relationship between them. Therefore, teachers can use new media technologies to know students’ study and have a clear understanding of students’ ideological and moral standards. In addition, teachers can also understand teaching evaluation of students through new media so as to find out the drawback of their own teaching, correct the teaching methods and enhance the teaching efficiency of ideological and political education.

4. METHOD ON THE CONSTRUCTION OF APPLICATION MODEL OF UNIVERSITY’S IDEOLOGICAL AND POLITICAL EDUCATION MEANS BASED ON NEW MEDIA

4.1 Change the teaching concept and improve teachers’ information literacy

Under the new media environment, ideological and political education in colleges and universities had also entered a period of major change. With new media technologies, the education methods of ideological and political education in colleges and universities had become even more enriched. In view of it, application model of ideological and political education means was constructed by combination with new media technologies. When construction of the application model, teachers should firstly change their own teaching concepts to recognize the importance of ideological and political education to promote the development of students so as to have a correct view of their own teaching work. Moreover, teachers should change the traditional teaching concept that put the improvement of students’ professional competency and professional achievement as the main teaching goal of ideological and political education. Guided by the new teaching concept, the teaching model was re-set to establish a student-centered education concept and teaching model that considered students as teaching object. At the same time, universities should guide teachers to have a correct understanding of new media technologies to recognize the positive role of new media technologies to promote the implementation of ideological and political education, and enhance teachers’ literacy. Therefore, universities should establish sound training mechanism for new media technologies, regularly train teachers and enhance teachers’ information literacy. In this process, teachers should also establish the correct concept of lifelong learning, learn new media technologies independently, and understand the specific connotation and use methods of new media technologies to achieve the purpose of improving their own information literacy and provide technical support for building application model of
ideological and political education means. Teachers should also take lead to enhance students’ efficiency in using new media technologies and encourage students to use new media technologies reasonably in their studies.

4.2 Enrich media teaching methods and build online teaching platform

When constructing the application model of ideological and political education means, teachers should enrich the media teaching methods by combining the new media technologies. Through mastery and understanding of knowledge about the new media technologies, by combination with the actual situation of ideological and political education, teachers could understand students’ use of various new media technologies. The majority of college students used QQ, WeChat, Weibo and other information software products to obtain information of ideological and political education. In this case, teachers could combine many information software products to enrich education methods. Through the corresponding software, website of ideological and political education in colleges and universities could be set up. Teachers could combine the contents of ideological and political education to set up the contents of web site and push notifications to push students to the corresponding political messages in real time so that students can better learn the knowledge of ideological and political education. At the same time, universities should strengthen infrastructure construction to provide good technical support for the application of new media technologies in ideological and political education. The school should change its cognition to recognize the importance of ideological and political education so as to increase the capital investment in ideological and political education so that the ideological and political education websites in colleges and universities could operate efficiently to provide a great deal of learning resources for students. And in this process, universities should also adopt the views of teachers to build a unified network teaching platform by combination of new media technologies and advanced design concepts. In this way, students could use online learning platform to conduct online learning in real time, and feedback learning problems to teachers timely; Teachers could also use online learning platform to know students’ study and learning progress, and then make scientific and rational settings of teaching content in ideological and political education to improve students’ learning efficiency.

4.3 Form a real-time learning model and establish education supervision mechanism

![Figure 1. Ideological and political network education platform](image)

In ideological and political education in colleges and universities, students were the main object in teaching, therefore their subjective initiative was of great significance in the acquisition of the content of ideological and political education. Under such circumstance, teachers should guide students to have a correct understanding of new media technologies and make students realize that new media technologies can not only be used for entertainment, but also help them in their studies. In view of it, teachers should guide students to use online learning platform in their studies. In the application of online learning platform, students should firstly create a learning account to enter learning platform for learning. After entering the network learning platform, students could choose the appropriate learning module to establish a targeted learning model. In addition, teachers could also use the learning platform to know the progress of learning and learning situation of students, so as to adjust teaching objectives and teaching plans to better impart learning content to students and help students’ form a correct ideological and moral concept (Figure 1 is the ideological and political network education platform).
At the same time, supervision mechanism should also be established. In the application process of new media technologies, a large amount of information data would occur, including a large number of bad information, which would have an adverse impact on students. In view of it, appropriate supervision mechanism is set up to filter the bad information, thus providing a good learning environment and guiding students to form a correct moral idea and value system. The construction of evaluation matrix is constructed to evaluate the data information. The evaluation result $U$ is obtained through the formula $T = l \times [T_A]$, where $A$ is teaching content, $B$ is teaching $T_C$, $C$ is data information. If $U \leq 1$, it is showed that the data to be filtered is successful.

5. CONCLUSION

The integration of ideological and political education and new media technologies in colleges and universities had brought new vitality into the development of ideological and political education. Moreover, the problem of single teaching method in the ideological and political education was solved through the application to construct network learning platform, innovative teaching ideas and etc. in order to improve the ideological and moral level of students and promote the comprehensive development of students.

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