The Researches on the Ideological and Political Education Models of College Students From the Perspective of Network Discourse

LIU Bo[a],*

[a]Ph.D. Student, College of Marxism, Southwest Jiaotong University, Chengdu, China.
*Corresponding author.

Abstract

The emergence, application and popularization of network discourse bring great challenges to the traditional model of ideological and political education. Network discourse bears the characteristics of material reality, content dominance and discursively by nature. These characteristics cause the changes of the college students' ideological and political education model, from the subjectivity education model of intersubjectivity education model, from the uniform education content to diverse educational content. The model evolves from a closed and static situation to an open and dynamic education environment. Therefore, the contemporary scholars in the field of college students' ideological and political education should constantly explore new models of the university students' ideological and political education, appealing to the demand of the transformations in education conception, the openness of education approaches. They should apply the intersubjectivity education model and enrich the educational content. They should also attach importance to the diversity education model and construct an appealing educational atmosphere. Dynamic education is the direction so the new development and demand of the ideological and political education can adapt to requirements in the network + era.

INTRODUCTION

In China, the network started in 1986. It has developed rapidly since 1995 when the network access and service in China were open completely (Zhang, Zheng, Wu, & Luo, 2006, p.407). Until December 2016, the number of netizens in China is up to 731 million, equal to the total population in Europe, and the network penetration rate reached 53.2%.[1] The data shows the arrival of the network era: the expanding netizens scales and the increasing amounts of people online. Network plays an irreplaceable role in people's study, work and other aspects in life. To put it another way, network transforms people's way of life and introduces a new way. The emergence and updates of network discourse are the best way to embody the new way of living.

In China, netizens are mainly the group between 10 to 39 years old. Up to the December 2016, this group occupies 73.7% among the Internet users. Among them, the 20-29 years old group takes the highest proportion, accounting for 30.3%.[2] College students are an important part of this group of netizens. From the view of the ideological and political educators, as a generation growing up in the information environment

---

[1] China Internet Information Center: *The 39th Statistical Report on China's Network Development*.
[2] China Internet Information Center: *The 39th Statistical Report on China's Network Development*.

of network, the youth students in colleges are striding forward to a new network discourse era, which takes the network technology as the medium, network culture as the content, the network social consciousness as the core (Shen & Chen, 2009). The application and dissemination of network discourse bring challenges to the traditional ideological and political education model. Moreover, it also brings new space for its development

1. THE CONNOTATION AND CHARACTERISTICS OF NETWORK DISCOURSE

Discourse is an extremely complex symbol system. There are still numerous controversies about the definition of discourse. As Jonathan Potter puts it, discourse is one of the most confusing terms in discourse analysis. Different people define words differently, and different definitions focus on different subjects (Qiu, 2013, p.25).

This article defines network discourse as a language symbol system. The subject use the network discourse to communicate, contact, promote, impart, persuade, describe, explain, evaluate, and construct virtualized information or content in the network environment, according to certain language standards, norms, rules, and rule, in the context of discourse of network. The main characteristics of this system include the following three aspects:

1.1 The Material Reality of the Network Discourse

The material reality refers to the practice that humans take themselves as the material force and apply it to interact with the realistic and material subjects, the reality. It exists beyond the consciousness of the learner and it does not depend on the established knowledge about it for change (Xiao, Li, & Wang, 1991, p.342).

The network discourse is not made up in the network. Instead, it is a part of real life and it vividly embodies the material reality. Firstly, network discourse is perceptual and objective knowledge. Network words are perception reactions in the network to the objective things. Its development level is limited by the objective reality development level, breadth, depth, development process and the restriction of objective conditions and rules. Secondly, the network discourse is a dynamic learning. With the development of network technology and the constant progress of the word, the network discourse will transform the world through the network. Thirdly, network is the knowledge of the society history. The network discourse comes into being under the social environment of the network. It is launched by the network users and the network discourse dynamically influences

the realistic social life. Therefore, network discourse is social cognition. Meanwhile, network discourse is the inheritance and transcendence of the discourse in real life with reasons. It is based on the diachronic form of realistic discourse, so network discourse is also a kind of historical cognition.

1.2 The Content Dominance of the Network Discourse

Marx and Engels once said, "all the real contents of the epoch-making systems are formed because of the need in that era." (Crystal, 2001, pp.16-24) The emergence and development of the network discourse content appeals to the demands from people's study, work and other aspects of daily life. The abundant discourse forms, contents and materials are the best reactions and expressions of the realistic life in network.

The content dominance of the network discourse mainly bears three characteristics. First, the content is technical and humanistic. Internet discourse is a new way of behavior a communication by the application of network technology. It highlights its technical features. In the process of its application, the network culture is gradually formed during the contacts and communication, presenting its humanistic characteristics. Second, the network content is entertaining. The languages in the network discourse are convenient and efficient. They are also virtual, parody and with random participation, which is deeply and widely popular with the netizens, especially the young people, containing the entertainment feature of the network discourse. Moreover, network discourse is linked with people's study, work and daily life, contributing to the strong breath of life.

1.3 The Discoursivity of Network Discourse

Foucault points out that discourse is made up of the whole sequence of symbols, provided that these sequences of symbols are statements. Discourse is subjected to the same formation system of the statement and that is why we can use clinical therapeutic discourse, economic discourse, historical discourse and psychiatric discourse (Qiu, 2014, p.315). It can be seen that discourse consist of statements, and these statements are the basic atoms of discourse. Discourse is the universal and practical languages and it has the same expressions in different fields.

Network discourse is a unique expression of discourse formed in the field of network communication, which is the direct description need of network communication environment and the self embodiment of the network discourse construction. Network discourse is not only a simple kind of language expression, but also a system with meanings and knowledge. It represents the complexity and diversity of this language or cultural phenomenon.

2. THE EVOLUTION OF IDEOLOGICAL AND POLITICAL EDUCATION MODEL OF THE COLLEGE STUDENTS UNDER THE EMERGENCE OF NETWORK DISCOURSE

Model refers to the typical and simplified model or paradigm that is composed of a number of interrelated elements in an issue or activity (Feng & Zheng, 2014, p.315). The emergence of network discourse makes great changes in the traditional ideological and political education model. Its nature of material reality, content dominance and discoursivity extends the subjectivity of the students. The network discourse reveals the reconstruction and evolution of the ideological and political education model.

2.1 Education Model: Evolve From the Subjectivity Model to the Intersubjectivity Education Model

The subjectivity model takes the requirements to develop the moral character of educators as the foothold. The educators and the educated are interactive in equal status, respect the right of the independent development of the educated. In the process of ideological and political education, the subjectivity of the educators and the educated has a full play so that the universal requirement of cultivating and accomplishing the educated can be achieved (Ibid., p.321). Nowadays, the equal positions between the educators and educated play a prominent role in modern ideological and political education. It aims to realize the exchange between the subject and object in education and emphasizes the subjectivity of both sides. The transformed model favors the liberation of individuality and contributes to the enhancement of both of the learning level of the ideological and political education.

With the application and transmission, the communication and exchanges, together with its nature of material reality, content dominance and discoursivity, network discourse has promoted to the transformation and development of the communication symbols. In addition, the subjectivity model of the ideological and political education has been greatly challenged. The network discourse focuses on the interaction and exchanges between the educator and the educated, the educated and the educated, the educator and the educator. Through the combination of the value cultivation of the educators and the subjectivity of the educated from both sides, the ultimate realization of the whole education process is fully perceived. As Habermas puts it: intersubjectivity is more fundamental than subjectivity.

2.2 Education Model: Evolve From the Uniform Model to the Diversity Model

The qualities of material reality, content dominance and discoursivity of the network discourse introduce the corresponding changes in the content of the ideological and political education model. It has progressed from uniformity to diversity. The unified education model regards college students as a pure object. It fails to distinguish the ideological and political education in colleges from the general and professional knowledge cultivation and general skills teaching. It focuses on unilateral pursuit of efficiency and outcomes. With the method of abstract, convening the college students of similar ages and interested in the same major makes up a class. Then, teaming up the talent with the unified professional knowledge forms a professional group of teachers.... These models of education ignore, suppress and dissolve the differences among students (Feng, 2013, p. 105). The network discourse follows the development of network development. It confirms the subjectivity of education, the differences in education content and education forms. It overturns the traditional model of ideological and political education. It requires more diverse ways and approaches in education to make the ideological and political education more attractive. Moreover, it changes the content of ideological and political education and pursues more vitality to strengthen the leading capability of it.

In addition, network discourse brings the diversity of education model. It breaks the limitation of time and space, strengthens the exchanges and communication between educators and the educated. It even highlights the dual subjectivity of the educator and the educated. At the same time, it also reflects the deepening of the researches on the practice of the ideological and political education.

2.3 Education Environment: Evolve From the Closed, Static Situation to Dynamic Education Model

The languages are diverse, creative, variable, living and non-standard. The network has become the new communication medium among college students. The ideological and political education is faced with the dilemma, known as the "discourse gap" because of the contradictions and conflicts between the two different discourse systems. The discourse gap indicates the change and development of the communication symbols, between educators and the educated. It reflects the reconstruction of ideological and political education environment and promotes the transformation of it (Feng & Zheng, 2014, p.505)

In nature, the phenomenon of "discourse gap" declares the reconstruction of the ideological and political education environment. The traditional ideological and political education environment is relatively simple. The young students are restricted by limited time and closed space. They are taught from the learning books with the unified and systematic teaching materials after discussion. The instilling teaching model hinders the full development of students' thinking to some extent. With the accelerating

pace of network development, great changes have taken place in traditional ideological and political educations. Objectively, it requires a more open, multi-angle, multi-level and solid mind to carry out the education model. It is also essential to deal with the constant changes in the education environment with the overlapping of horizontal and vertical thoughts and improve the resilience of ideological and political education ability. Apart from the objective requirements, to respond to the unceasing derivatives and development of network discourse, it is necessary for the dynamic ideological and political education model should absorb existing traditional advantages and keep up with the times. It is the inevitable choice to discard the dross and select the essential, eliminate the false and retain the true, assimilate the advanced culture and conceptions. It is positive that new technology, new environment and new instruments will produce a new model of ideological and political education.

3. THE MODEL EXPLORATION OF COLLEGE STUDENTS' IDEOLOGICAL AND POLITICAL EDUCATION BASED ON THE NETWORK DISCOURSE

"The consistency between the changes in the environment and human activities or change of its own can only be seen and reasonably explain as the practice of revolution."[3] The emergence of network discourse essentially is the transformation and reconstruction of the ideological and political education environment, which triggers the revolutions in communication manner, communication tools and communication approaches. However, the emergence of network discourse puts forward new requirements to the ideological and political education model. The education connects its own characteristics in the development with the characteristics of network discourse. Then, it is possible to establish an ideological and political education model conforming to the demands of time and environment.

3.1 The Transformation in Appealing Education Concept: Open Education

As for the American educator Crowell, "the biggest challenge facing education is not technology, not resources, not sense of responsibility, but finding new ways of thinking." (Crowell, 1993, p.330) The arising, application and popularity of network discourse lead to profound and extensive influence over the daily studies, work and living. The influence promotes the changes in the manners of communication and connection accesses. Correspondingly, educators in the field of ideological

and political education should set up an open conception of education and adapt to new times and constantly environmental changes.

Open education in essence is the right for all the humans to accept education for a life-long tome. The openness is not only targeted at educated objects, but also refers to the open education conceptions. Obviously, openness is in line with the nature of education and its access is open. However, how to be open relies on the computer network technology (Xie, 2013, p.223). It is necessary to study the ideological and political education model with an advanced and open view, so a broad education concept can be grasped. First of all, the educators and the educated should equip with perception of compatibility and inclusive ability with an open stance. They should widely learn from the experience and absorb the successful outcomes different ideological and political education models at home and abroad (such as: in China: The education model from the perspective of the subjectivity, the model from the perspective of the moral development, the model of living moral education, the network model and so on (Feng & Zheng, 2014, p.321); at abroad, moral-oriented model, comprehensive model and the integrated moral model (Ibid., p.325). As a result, it is possible to expand the depth and breadth of the researches on the ideological and political education model, then fundamentally promoting the development and enhancement of ideological and political education theories. Secondly, the open concept in ideological and political education model urges the training of strategic innovations. The successful practice, the favorable manners and the convenient approaches in the past should be inherited. More importantly, the strategic innovations should be at the premise of the objective and realistic situations, taking the features of the subjects as the fundamental. The creativity in education models should be oriented by the scientific thinking. This kind of innovation will set the ideological and political education model in the network discourse, fundamentally under the background of the rapid development of the network. Therefore, it is promising that the ideological and political education model embarks on the scientific development path, in line with the development strategy of this discipline.

3.2 The Transformation in Appealing Education Method: Intersubjectivity Education Model

Marx and Engels claim that "people's perceptions, ideas, concepts, or briefly speaking, people's consciousness vary with the changes in people's living conditions, social relations and living conditions, which do not require specially esoteric theories to understand"[4]. The generation, application and popularization of network discourse are

---

[3] *The Collections of Marx and Engels*, *Vol. 1* (2009, p.500). Beijing: People's Publishing House.

[4] *The Collections of Marx and Engels*, *Vol.4* (1985, p.488). Beijing: People's Publishing House.

realized under the background recognition of network and the contribution of computer network technology. It takes place among people's communication in the network. For the educator engaged in ideological and political education, it is unavoidable to agree with the trend of time and adopt the model of intersubjectivity in ideological and political education. The teaching should highlight the people-oriented concept, the principle of equal exchanges and the practice of living. It is the outstanding capability for the people in this field to perform the scientific advantage of this model, strengthening the efficiency and validity of this ideological and political education model.

The intersubjectivity model of ideological and political education refers to the interactive practice between the ideological and political education subject, the educator, and the object, the educated (Lin et al. 2015, p.142). The intersubjectivity model avoids the potential crisis of itself. "Without knowing, it shapes the theory of anthropocentrism between human and nature; it causes the principle of egocentrism between people and others. As a consequence, the individual subjectivity is inflating and flooding." (Feng, 2006) Wherefore, under the background of the big revolutions of network discourse, to achieve the intersubjectivity model of ideological and political education, there are a several rules. First of all, importance should be attached to the cultivation and ability training of multi-level network qualifications of ideological and political education model. It will help to construct a harmonious coexistent relationship between subjects. Secondly, attention should be paid to rational dialogue. The essence and rules can be learnt from equal exchanges and communications. Finally, the significance of two-way interactions should be valued, so the validity and effects in education can be reinforced. In conclusion, under the dynamic and new condition, the derivatives of network discourse and the corresponding transition in education model that is from the subjectivity model to the inter-subjectivity model. It will be conductive to close connection and scientific effects of the ideological and political education work. It is not only the need for the ideological and political education model, but also the inevitable oriented goal of the ideological and political education work at the time of idiosyncratic network.

3.3 The Enrichment in Appealing Education Content: The Diversity Education Model

The appearance of network discourse is accompanied by the emergence and development of the network. With the popularity of network discourse, it proposes new demands for the ideological and political education put forward new requirements.

The content of education is the carrier of ideological and political education work. In the era of network discourse, the content should make a difference and take certain responsibility. The content of the ideological

and political education is a basic part of it, and it details the purpose and tasks of the ideological and political education (Feng & Zheng, 2014, p.190). In the age of network discourse, the content of ideological and political education should focus on three footholds. The first is goal-oriented education. The second is the consciousness of education. The third is the intermediary role of education. In addition, with the goals of education extending and the practice of education intensifying, the content of ideological and political education should be more and more diverse to agree with the inevitable development requirements of education. As for the diversity of education model, three principles should be followed. The first one is the commonality of educational content. The ideological and political education should adhere to the mainstream consciousness and the dominant position of culture. It is the key to grasping the direction and guidance of educational content. The second one is the particularity of the educational content. Only when the particularity of different environment, different ethnics and different cultures are understood can be the commonness and specialty can be learnt and utilized. The third one is the intersectionality of the content. To do researches on the permeability and intersectionality over different disciplines and cultural, it is imperative to have a deeper understanding of the diversity and integration of the ideological and political educational content.

3.4 The Construction in Appealing Education Environment: The Dynamic Education Model

The conflict between the acceptance psychology of the college students and the traditional discourse of ideological and political education model caused by the appearance and influence of network discourse is a big challenge. In fact, it can be illustrated from a deeper level in essence. It also reflects the reconstruction of the ideological and political education environment (Zhang, 2009, p.354). In the context of the great revolutions in the network, with the transformations in education model brought by the age of network discourse, the ideological and political education is increasingly necessary to keep pace with the times, and takes the network as the counterpart. People work in the field should be forward-looking, grasp the initiative and constantly strengthen and improve the ideological and political education model, as well as effectiveness of education. The dynamic education model requires that educators and the educated should be placed in a dynamic development field. It can reform the closure situation of educational environment in the traditional educational ideological and political education model. Too much emphasis on the subjectivity of the educators will ignore the subjectivity of the educated and the communication practice of them.

Henceforth, the network brings the dynamic education model in ideological and political education

and the dynamic education model should conform to the following three requirements. The first one is development of the educational model. It is essential to explore the characteristics and features of youth. Therefore, the education model can inherit from the successful experience and innovative practice. The second one is the openness of education environment. Different education models should learn from each other and also be independent. It is a significant step to break through the closed situations. The education model should also be compatible and inclusive with the package, absorption and reference, so that the education model of reference and autonomy. The third one is the interaction of the educators and the educated. The equal and rational dialogue contributes to the interactions and exchanges in the education model.

REFERENCES

Crystal, D. (2001). *Language and the internet* (pp.16-24). New York: Cambridge UP.

Feng, G., & Zheng, Y. Y. (2014). *30 years development research report of the discipline of ideological and political education*. Beijing: Guangming Daily Press.

Feng, J. J. (2006). The education theory of subjectivity: From subjectivity to intersubjectivity. *Journal of Huazhong Normal University*, (1).

Han, J. F. (2012). On the inevitability of intersubjective ideological and political education. *Frontiers*, (14).

Hu, Z. X., & Xu, J. (2015). Research on the reform and countermeasure of network ideological and political education in the big data age. *Studies in Ideological Education*, (2).

Li, H. (2005). *Research on the environment of modern ideological and political education*. Guangdong, China: Guangdong People's Publishing House.

Lin, B. H. (2013). *Contemporary western social trend of thought and youth education*. Chengdu, China: Southwest Jiaotong University Press.

Lin, B. H., et al. (2015). *The humanity orientation of the ideological and political education*. Beijing: China Publishing Group Modern Education Press.

Luo, C. R., & He, T. T. (2015). A study on the evolution and dissemination of network fluctuation in recent 10 years in China. *Journal of Henan University*, (02).

Principles of Ideological and Political Education Writing Group. (2016). *Principles of ideological and political education*. Beijing: Higher Education Press.

Qiu, R. F. (2013). *On the discourse of ideological and political education*. Shanghai: Shanghai Jiaotong University Press.

Schoenberg, V. M. (2013). *Big data era*. Trans. Sheng Yangyan, Zhoutao. Hangzhou: Zhejiang People's Publishing House.

Shen, Z. H. (2008). *Research on the effectiveness of ideological and political education* (2nd ed.). Wuhan, China: Wuhan University Press.

Sheng, Y. (2015). *A study on the innovation of college students' ideological and political education* (Doctoral dissertation). Dalian University of Technology.

Wang, Y. L. (2015). The discourse reform of network buzzwords and the ideological and political education. *China Youth Study*, (03).

Xie, Y. J. (2013). *The interactions among network, humans and machine—the technical field of view of network practice*. Beijing: People's Publishing House.

Yan, Y. (2008). *Ideological and political education in the view of communication* (Doctoral dissertation). Tianjin Normal University.

Zhang, Y. C., Zheng, Y. Y., Wu, Q. T., & Luo, Y. T., et al. (2006). *Modern ideological and political education*. Beijing: People's Publishing House.

Zhang, Z. X. (2009). *Network ideological and political education researches*. Beijing: Economic Science Press.