

Research on the Construction of the Discourse System of Ideological and Political Education in Colleges and Universities from the Perspective of New Media

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ABSTRACT

In the context of rapid information development and media convergence, the discourse system of ideological and political education (IPE) in colleges and universities faces both challenges and opportunities. Traditional IPE discourse, characterized by its authority and one-way communication, is increasingly inadequate in addressing the diversified thinking patterns of contemporary college students. This study explores the construction of a new discourse system for IPE from the perspective of new media. By integrating theoretical analysis and discourse innovation, it aims to establish a communication framework that is interactive, inclusive, and effective in guiding student values. The paper argues that the reconstruction of IPE discourse should rely on cultural confidence, media literacy, and narrative innovation to achieve ideological leadership in cyberspace. The findings suggest that a multidimensional, participatory discourse system—supported by digital technologies and cultural resonance—can significantly enhance the appeal and effectiveness of IPE.

KEYWORDS

New media; Ideological and political education; Discourse system; Higher education; Communication innovation

1 Introduction

The rapid evolution of new media technologies has profoundly reshaped the communication ecology of contemporary society. In higher education, ideological and political education (IPE) serves as a fundamental tool for value formation, moral cultivation, and social cohesion. However, the traditional IPE model, relying mainly on classroom preaching and institutional authority, faces limitations in the digital era characterized by fragmented information, diversified discourse, and individual expression. College students—immersed in new media environments—form their values through multidimensional interactions rather than through passive reception. Therefore, the reform of IPE discourse must be grounded in new media logic, adopting interactive, narrative, and participatory communication approaches. This research aims to explore how universities can construct a modern IPE discourse system that integrates ideological depth, cultural affinity, and technological adaptability, thereby achieving the organic unity of educational influence and public appeal.

2 Theoretical foundation of ideological and political education discourse under new media

The discourse system of ideological and political education (IPE) embodies the ideological influence of higher education institutions and reflects their capacity to shape students' moral orientation and value systems. From a theoretical standpoint, the construction of IPE discourse can be analyzed through the frameworks of Marxist communication theory, cultural hegemony, and constructivist learning theory, which together provide a multidimensional foundation for understanding its ideological, social, and cognitive functions.

Marxist theory posits that discourse is a manifestation of material relations and social power structures; therefore, IPE discourse must remain consistent with socialist ideology and serve as a medium to transmit the core socialist values and national identity. It is not merely a tool of instruction but a mechanism of ideological reproduction that aligns individual cognition with collective social consciousness.

Cultural hegemony theory, originating from Gramsci's perspective, views discourse as an arena of struggle where dominant and alternative ideologies compete for legitimacy. In the era of new media, this competition intensifies as platforms such as Weibo, Bilibili, and TikTok become spaces where meaning is produced, contested, and reshaped. Consequently, universities must enhance their discourse power by innovating narrative forms and employing digital communication strategies that resonate with students' linguistic habits and aesthetic preferences.

Constructivist learning theory emphasizes that knowledge, belief, and value systems are not transmitted passively but constructed actively through interaction and reflection. Therefore, IPE discourse should shift from a monologic, "preaching-based transmission" model to a dialogic, "co-constructed participation" model. This pedagogical transformation requires educators to position themselves not as authoritative transmitters of ideology but as facilitators who guide students through inquiry, discussion, and critical thinking.

Through dialogical engagement, students internalize ideological concepts not through coercion but through

understanding and emotional identification. This interactive process integrates cognition, emotion, and belief, allowing ideological content to evolve into intrinsic motivation and behavioral guidance. The transformation of IPE discourse from static transmission to dynamic construction thus embodies the unity of theory and practice, ensuring that ideological education aligns with students' lived experiences and the communicative logic of the digital age.

3 The impact of new media on the ideological and political education discourse ecology

New media has profoundly reshaped the structure, function, and communication logic of educational discourse, especially in the field of ideological and political education (IPE). First, the communication model has shifted from traditional one-way transmission to dynamic, multi-directional interaction. Through online communities, forums, microblogs, and short-video platforms, students are no longer passive recipients but active participants who express opinions, share experiences, and even influence the direction of ideological discussions. This participatory model challenges the authority-centered paradigm of discourse and promotes the democratization of communication.

Second, discourse subjectivity has become increasingly diversified. In the new media environment, the ideological space is jointly constructed by multiple actors—university teachers, student organizations, media platforms, online influencers, and even algorithmic recommendation systems. The boundaries between educators and learners are gradually blurred, forming an open and multi-agent communication ecology where power, authority, and influence are constantly negotiated.

Third, the discourse style has undergone significant transformation. Traditional political rhetoric, often characterized by abstraction, rigidity, and solemnity, is losing appeal among young audiences. In contrast, approaches featuring storytelling, visualization, humor, and culturally embedded symbols—such as memes and pop-culture references—are more effective in achieving emotional resonance and cognitive engagement. These methods enhance the accessibility and attractiveness of IPE, aligning ideological expression with contemporary media logic.

Finally, discourse competition in the digital sphere has intensified. Western liberal narratives, consumerist ideologies, and commercialized entertainment values frequently permeate online spaces, exerting subtle influence on students' beliefs and value orientations. Consequently, the reconstruction of the IPE discourse system must strike a delicate balance between openness and guidance. It should uphold ideological confidence and theoretical clarity while adapting to the participatory, visual, and interactive nature of new media communication, thereby realizing both communicative flexibility and educational effectiveness in the digital era.

4 Core principles of constructing the ipe discourse system under the new media perspective

The construction of a new discourse system in ideological and political education (IPE) must adhere to three fundamental principles: ideological leadership, audience orientation, and media integration.

First, ideological leadership serves as the foundation and soul of IPE discourse. It ensures that the guiding role of Marxism and the socialist core value system remains firm and authoritative in the face of diversified values and globalized communication. Educators must consciously strengthen their political sensitivity and theoretical competence, maintaining clear ideological direction while aligning discourse with national development strategies and social consensus. This requires transforming abstract political theory into vivid and relatable language that embodies confidence in the path, theory, system, and culture of socialism with Chinese characteristics. Only by upholding firm ideological leadership can the discourse system retain its guiding and cohesive function in the complex landscape of new media.

Second, audience orientation is the key to enhancing the effectiveness of discourse communication. In the digital era, students' media use patterns and cognitive habits have undergone profound changes—they prefer fragmented information, personalized content, and emotionally resonant expression. Therefore, IPE discourse should shift from "what teachers want to say" to "what students are willing to listen to," realizing a transformation from authority-centered discourse to affinity-centered discourse. Educators should adopt a learner-centered mindset, using empathy, everyday language, and interactive expression to enhance relevance and engagement. By deeply understanding students' interests, social contexts, and emotional needs, IPE can achieve precise communication and strengthen its persuasive and formative power.

Third, media integration provides the technical and structural foundation for the modernization of IPE discourse. The convergence of traditional and new media allows ideological education to transcend the boundaries of time, space, and format. By creatively integrating text, audio, video, animation, virtual reality, and interactive media, universities can construct a multi-channel, multi-layered discourse ecosystem that is both informative and appealing. Traditional classroom teaching, online platforms, and social media should complement each other, forming an integrated communication matrix characterized by synergy, interactivity, and continuity. Through such integration, ideological education can realize an organic combination of depth and popularity, authority and innovation, thereby enhancing its influence, appeal, and credibility in the new media environment.

5 Practical pathways for reconstructing the ipe discourse system

The modernization of IPE discourse requires systematic design and institutional support. First, universities should establish cross-disciplinary communication teams that integrate political education, journalism, communication, and data analysis expertise. Such teams can ensure that discourse construction aligns with media logic and technological trends. Second, educators should enhance their new media literacy, mastering online communication norms, visual expression, and emotional resonance techniques. Training programs and professional workshops should be introduced to cultivate innovative communicators capable of integrating ideological content with popular culture. Third, the narrative strategy of IPE should be reconstructed around "youth language." By employing creative storytelling, micro-documentaries, and scenario-based narratives, ideological content can be transformed from abstract preaching into experiential dialogue. Fourth, algorithmic communication and data analytics should be utilized to monitor discourse influence and public sentiment, enabling precision dissemination and risk prevention. Finally, the discourse environment must be purified through online community governance, promoting positive content and restraining misinformation, ensuring that mainstream ideological discourse remains dominant in the network space.

6 Value orientation and long-term mechanism of discourse innovation

Discourse innovation in IPE is not merely a linguistic transformation but an ideological renewal that reflects cultural confidence and educational modernization. From the perspective of value orientation, the discourse system must reflect Chinese cultural narratives and socialist values while integrating universal human ideals such as fairness, justice, and responsibility. Culturally confident discourse helps students establish a rational understanding of globalization, enabling them to engage critically with diverse ideological systems. From the perspective of long-term mechanism, discourse construction should be embedded in institutional frameworks. Universities must integrate IPE discourse innovation into their strategic development plans, establishing evaluation mechanisms for discourse influence, social feedback, and communication effectiveness. Furthermore, technological empowerment should be sustained. Through big data analysis, AI-assisted content generation, and interactive learning platforms, discourse dissemination can achieve personalization and precision. In this process, the formation of an "educational community" that unites teachers, students, and society becomes the foundation for sustainable discourse evolution.

7 Conclusion The transformation of ideological and political education discourse in colleges and universities under the new media perspective is an inevitable requirement of the digital era. This study concludes that the construction of an effective IPE discourse system must integrate ideological leadership, technological innovation, and audience participation. By adopting inclusive narratives, intelligent communication, and humanistic guidance, universities can enhance the influence, affinity, and credibility of ideological education. The future of IPE lies in its ability to use new media not merely as a tool but as a cultural space for value construction and dialogue. Building a participatory, emotionally resonant, and technologically empowered discourse ecosystem will enable ideological and political education to achieve both theoretical depth and practical effectiveness, contributing to the formation of a rational, confident, and value-driven youth community.

About the Author

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