

Challenges and Strategies for Ideological and Political Education of College Students in Network Era

Xiaoning Lu^{1,2}

¹School of Marxism, Hohai University, Nanjing 211100, Jiangsu, China

²Jiangsu Open University, Nanjing 210036, Jiangsu, China

ABSTRACT

The modernization and transformation of ideological and political education for college students is facing a double tension under the situation of networked existence. Not only do we need to face the dilution effect of diversified information ecology on the mainstream ideology, but also need to resolve the structural contradiction between the traditional indoctrination paradigm and the new media communication mechanism. This study adopts an interdisciplinary perspective that integrates critical discourse analysis and educational ecology, and systematically constructs a trinity innovation framework of "cognitive reconstruction, technological adaptation, and field reconstruction". Specifically, the unidirectional educational narrative is deconstructed by coupling the logic of media communication with the ideological transmission mechanism; the digital twin technology is used to construct embodied learning scenarios to break through the cognitive separation between physical and virtual spaces; and the inter-subjective dialogue mode is reconstructed by relying on the strategy of cracking the information cocoon to cultivate critical value identity. Theoretical deduction confirms that the enhancement of ideological and political education not only lies in the iterative updating of communication media, but also depends on the deep reconstruction of the cognitive schema of educational subjects. This provides a new theoretical approach to the reproduction of mainstream values in the wave of digitalization.

KEYWORDS

Network era; college students' ideological and political education; value guidance; public opinion governance

1 Introduction

In the contemporary field where digital civilization and humanism are intertwined and evolving, online ideological communication presents multi-dimensional structural tension. The cognitive closed loop constructed by the algorithmic recommendation mechanism is quietly deconstructing the traditional value cognitive framework; the fragmented communication paradigm continues to erode the foundation of in-depth thinking, while the circle barriers of virtual communities form the centrifugal effect of value resonance. This deep game between technology iteration and humanism not only reflects the lag of traditional education paradigm in communication mode, discourse coding, inter-subjectivity and other dimensions; it also indicates that the paradigm revolution of education ecological reconstruction is imminent. When the digital way of life reshapes the cognitive schema and meaning construction path of the youth group, ideological value leadership is urgently needed to break through the path of planarized preaching, and to realize the cognitive upgrading from mechanical indoctrination to ecological infiltration under the premise of maintaining the stability of the value coordinates. Colleges and universities should reconstruct the discourse topology in the underlying logic of intelligent communication; through the construction of multimodal narrative matrix, they should cultivate the dynamic generation mechanism of value consensus in the cognitive territory of virtual and real symbiosis, and form a new educational landscape in which technological rationality and humanism are benignly mutual-constructed.

2 The Challenges Faced by Ideological and Political Education for College Students in the Network Era

2.1 Impact of Multiple Network Information on Mainstream Value Identity

Against the backdrop of the deep reconstruction of the information ecology in the digital wave, ideological and political education for college students is facing a structural dissolution dilemma of the recognition of mainstream values by diverse network information. The network ubiquitous communication field has broken through the time and space boundaries of traditional ideological education; Heterogeneous cultural symbols, decentralized narrative paradigms, and postmodern deconstructive thinking form a value infiltration network through hypertext links, especially generating a deconstructive effect of cognitive inertia for youth group who are in the process of cognitive schema shaping. The algorithm dominated circular information ecology continuously generates a cognitively closed mimetic environment through preference reinforcement mechanisms. This has led some individuals to fall into an asymmetric value dialogue dilemma, facing both the symbolic game between universal value discourse and local value systems in the horizontal dimension, and the impact of deconstructionist thinking on historical continuity cognition in the vertical dimension.

^[1]This multi-dimensional value tension field forces ideological and political education in universities to construct a value guidance mechanism with topological adaptability while maintaining the elasticity of mainstream ideology.

2.2 Traditional Ideological and Political Education Model Lagging Behind the Demands of New Media Environment

The reconstruction of media ecology triggered by the wave of digitization has gradually revealed the crisis of adaptability of the existing ideological and political education structure in terms of content production mechanism and dissemination path. Deep structural contradictions are formed between the classroom teaching paradigm of linear transmission and the cognitive demands of instant interaction and multi-dimensional perception in the new media field. As digital natives, contemporary college students' information decoding system has been deeply embedded in non-linear cognitive interfaces such as short video streaming and virtual communities. This forms an intergenerational cognitive mismatch with the unidirectional output mode of textualization and conceptualization of traditional courses. The phenomenon of discourse power dilution in colleges and universities is particularly significant; distributed network communication has dismantled the traditional knowledge authority system; teacher-student relationship has shifted from unidirectional teaching to multidimensional gaming. This has led to the indoctrination of education facing the dissolution of subjectivity and emotional identity crisis. This double disembedding has weakened the effectiveness of value transmission and highlighted the urgency of reconstructing the logic of educational narrative and rebuilding the mechanism of inter-subjective dialogue.

2.3 Negative Public Opinion in the Cyber Arena Weakening the Effectiveness of Education

The unique non-linear communication mechanism and multi-directional interaction characteristics of the online arena continue to erode the boundaries of the effectiveness of mainstream ideological education. The nihilistic value tendency and deconstructive narrative paradigm fostered by the ubiquitous social media platforms have formed cognitive impregnation through emotional coercion and symbolic violence, and have continuously impacted the value cognitive system of the youth groups. In particular, highly inflammatory fragmented issues, boosted by algorithms, often break through the framework of rational dialogue, inducing irrational emotional resonance and position polarization. This has led to a crisis of deflation of the dialectical thinking and historical materialism methodology advocated by ideological and political education. What is even more alarming is that the cognitive inversion phenomenon in the post-truth context makes the emotional stance override the factual logic; the systematic theoretical explanation is easily deconstructed into dogmatic sermons under the impact of immediate public opinion. ^[2] This kind of deep-seated authority demystification and meaning dissolution has weakened the theoretical penetration of the ideological education, which makes the value guidance fall into the double dilemma of "breaking the cocoon" and "building the cocoon". Therefore, there is an urgent need to build a discourse conversion mechanism and cognitive defense system adapted to the network ecology.

3 Response Strategies for Ideological and Political Education of College Students in the Network Era

3.1 To Strengthen Mainstream Values, Leading the Innovation of Network Ideological Content and Dissemination Forms

The transmission of ideological value in network ideological positions in colleges and universities requires the construction of a three-dimensional synergistic discourse innovation mechanism: in the dimension of resource integration, a modular ideological resource integration system should be constructed, and deep semantic analysis technology should be used to achieve cross modal transformation of classic theories, forming a multilingual interpretation system; At the level of innovative communication mechanisms, we will create a decentralized communication network topology structure, optimize content penetration paths based on user behavior trajectories, and form a three-dimensional communication paradigm of "ripple resonance, node activation, and field reconstruction"; In the field of technological empowerment, an intelligent semantic adaptation engine should be developed to dynamically adjust content parameters based on sentiment computing and public opinion maps, and a closed-loop feedback system of "semantic sensing -- strength adaptation -- targeted intervention" should be constructed. ^[3] Colleges and universities should focus on breaking through the limitations of traditional linear communication, through the deep integration of non-linear narrative architecture and mixed reality technology, so that mainstream values can be presented as embodied and immersed communication patterns.

The reconstruction of ideological and political education in colleges and universities in the network era needs to be deeply coupled with the logic of technology and the law of cognitive development. Colleges and universities should

construct a symbiotic ideological and political education structure, and use technological intermediary systems to realize the immersive reproduction of historical situations and the dynamic decoding of value symbols. This requires education designers to grasp the mechanism of cognitive embodiment and deconstruct the cognitive schema of digital natives. Specifically, colleges and universities can rely on extended reality technology to build an immersive historical field that blends virtualization and reality, so that abstract value concepts can be symbolically translated in the superposition of space and time; they can create a distributed cognitive space for multimodal interaction, and guide learners to conceptual reconstruction through cognitive scaffolding; they can also build cognitively flexible adaptation algorithms to realize the dynamic adjustment of the supply of ideological and political education in the nonlinear knowledge map.

3.2 To Construct an Interactive Ideological and Political Education and Teaching System that Integrates Online and Offline

Colleges and universities should reconfigure the teaching space of ideological and political education to realize the three-dimensional linkage architecture of “cloud intelligent hub -- terminal perception interface -- field immersion space”. At the cloud level, efforts should be made to build a comprehensive ideology and politics center that integrates virtual simulation teaching scenarios, intelligent practice platforms and collaborative seminar systems, and realizes dynamic matching of teaching resources through semantic analysis and adaptive learning algorithms. At the terminal level, intelligent interactive terminals with cognitive guidance functions should be deployed, and a closed learning loop covering the whole chain of pre-course guidance, in-course feedback, and post-course extension should be constructed with the help of multimodal interactive technology. At the field level, the physical space should be reshaped by immersive teaching equipment with virtual and real linkage, relying on digital twin technology to realize bidirectional mapping and dynamic optimization of teaching behaviors, and forming a bidirectional empowerment mechanism of “conceptual construction, emotional interaction and practical verification”.^[4] On this basis, colleges and universities should establish a spiral progressive model of ideological and political teaching, through the iterative cycle of “conceptual construction, emotional interaction, and practical verification”, to promote the deep transformation of value cognition to behavioral self-awareness.

Colleges and universities should also innovate the interaction mechanism of ideological and political teaching and build a new paradigm of education of “human-machine collaborative evolution”. Colleges and universities can develop a knowledge map generation system based on teachers' individual characteristics, and realize dynamic optimization and personalized adaptation of teaching strategies through machine learning algorithms. At the same time, colleges and universities can set up group cognitive collaboration platforms; they can use social network analysis and neurofeedback technology to build an intelligent collaboration path of “topic generation -- viewpoint collision -- consensus cohesion”. Colleges and universities can create mixed reality teaching situations, deconstruct abstract theories into concrete practice areas, and guide students to complete the dual training of value judgment and behavioral choice in the simulated social system. Colleges and universities should establish a digital mirror system of teaching behavior. Deep learning models can be used to explore the hidden laws of teacher-student interaction, forming a self-evolutionary mechanism of “strategy generation -- effect evaluation -- mode iteration”, and ultimately realizing the paradigm shift of ideological and political education from knowledge transfer to cognitive symbiosis.

3.3 To Improve the Monitoring Mechanism of Online Public Opinion, and Enhance Students' Information Screening Ability

Colleges and universities should build a dynamic public opinion monitoring system, forming a closed-loop mechanism of “dynamic monitoring -- intelligent research and judgment -- targeted intervention”. Colleges and universities can establish a multimodal data perception matrix, integrate semantic recognition and communication dynamics analysis technologies, conduct in-depth correlation analysis of fragmented information, and construct ideological risk maps and evolution models. At the same time, colleges and universities should use machine learning algorithms to prejudge potential polarization nodes in public opinion propagation, develop risk warning modules with adaptive capability, and realize full-dimensional monitoring from the capture of surface phenomena to the penetration of deep values.^[5] Colleges and universities should also construct response and disposal frameworks in a hierarchical manner, and adopt precise intervention strategies such as intelligent guidance, expert intervention, and multi-subject synergy in response to differentiated public opinion postures. This can form a governance paradigm with both technical acumen and educational guidance.

Colleges and universities should also construct a mechanism to cultivate information screening ability and a multi-dimensional cognitive development framework to deepen the subject's critical cognitive substrate. Colleges and universities can reconstruct the cognitive schema through technological intermediaries, embedding symbolic violence

and the process of cognitive fold dissolution into non-linear learning trajectories, so that the cultivation of the cognitive immune system breaks through the stereotype of superficial skills training. On this basis, colleges and universities use cognitive dynamics to design a dual deconstruction strategy, which not only breaks down the cognitive barriers brought by information entropy through metacognitive monitoring mechanisms, but also analyzes the power structure behind discourse production with the help of the framework of symbolic interactionism.

Colleges and universities should innovate collaborative governance of cyberspace and construct a pattern of common governance by multiple subjects. Colleges and universities should create a three-in-one governance ecology of "technology empowerment, institutional constraints, and value leadership"; they can implement network civilization supervision by forming student self-governance alliances, and improve the credit evaluation system based on blockchain technology. Colleges and universities should build a cross-regional college public opinion prevention and control mechanism to form a governance community with information sharing, technical cooperation and disposal linkage. At the same time, colleges and universities develop a rule of law literacy immersion cultivation system to transform digital ethical norms into perceptible interactive scenarios, and strengthen responsibility awareness through virtual practice. Colleges and universities should also establish a positive incentive mechanism for network behavior, incorporate information literacy into the evaluation system for human education, and form a new path for network civilization construction that synergizes technical governance and value leadership.

4 Conclusion

The change of ideological and political education in the network era is essentially a systematic reconstruction of ideological positions; its deep logic lies in the non-linear interaction between the transmutation of media ecology and the cognitive schema of the subject. Research has shown that the dynamic coupling model of content supply paradigm innovation, communication topology network optimization and meaning reproduction mechanism adjustment in colleges and universities can break through the double dilemma of symbolic alienation and cognitive disconnection in the traditional education model. The innovation of college ideological and political education needs to focus on the game of discourse power at the interface of virtualization and reality, the domestication of value by intelligent algorithms, and the cultivation of the group mentality of digital natives, so as to sublimate technical rationality into an embodied value perception system. This requires colleges and universities to reconstruct educational wisdom in the dialectical relationship between technological embodiment and humanistic disenchantment, and build a multimodal governance framework to coordinate the tension between instrumental rationality and value rationality. It aims to form a new educational paradigm in which technical availability and subjective initiative resonate.

About the Author

Xiaoning Lu, master degree candidate; research direction: the study of ideological and political education and management for college students.

References

- [1] Jiang Xuerui. Innovation and Construction Path of Ideological and Political Education Mechanism for College Students in the Internet Era[J]. *Journal of Sichuan Vocational and Technical College*, 2024, 34(06): 61-64+118.
- [2] Yang Jie. Exploring the Effective Ways of College Students' Ideological Education under the Network Public Opinion Environment[J]. *PR World*, 2024, (22): 19-21.
- [3] Li Yingchun. The Impact of Short Video on Ideological and Political Education of College Students in the Age of Mobile Networks -- Review of *Research on the Development of Modern Ideological and Political Teaching in the Field of Internet*[J]. *Science and Technology Management Research*, 2024, 44(02): 221.
- [4] Lv Zhongguo. Research on the Countermeasures of Network Platform on Enhancing the Sense of Acquisition of Ideological and Political Education of College Students[J]. *Journal of Huainan Vocational Technical College*, 2023, 23(06): 1-3.
- [5] Han Yujie. Research on Strategies of Ideological and Political Education for College Students in the Context of Network Fragmentation[J]. *University*, 2022, (33): 131-134.