

The Discourse of Network Ideological and Political Education: An Inquiry into the Connotation, Current Situation and Development Paths

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Abstract: In the network era, the discourse right of network ideological and political education is of vital importance. This paper analyzes the connotation of online ideological and political education discourse, covering its discourse right, discourse power, and discourse effectiveness. It reveals its actual state, characterized by subject-object intersectionality and discourse right variability. The analysis also identifies inevitable problems, such as the double-subject contradiction and discourse imbalance. To address these issues, the paper proposes a contingent strategy: dominating the discourse right through the education of socialist ideology with Chinese characteristics, constructing the discourse power with ideological discourse, and checking the discourse right effectiveness via the practice of life. The ultimate aims are to enhance the discourse right of online ideological and political education and to promote the development of ideological and political education. The strategy aims to enhance the discourse power of network ideological and political education and promote the development of ideological and political education.

1. Introduction

With the rapid development of the Internet, cyberspace has become an important part of people's lives, profoundly affecting people's thoughts and behaviors. For ideological and political education, the network is both an opportunity and a challenge. General Secretary General Secretary pointed out at the national conference on ideological and political work in colleges and universities, "To do a good job in ideological and political work in colleges and universities, we need to change according to the events, advance according to the times, and be new according to the situation. We should use new media and new technology to make the work come alive, promote the traditional advantages of ideological and political work and information technology to highly integrate, and enhance the sense of the times and attraction." In such a context, it is significant to study in depth the discourse of network ideological and political education. The discourse of network ideological and political education is directly related to the influence and effectiveness of ideological and political education in cyberspace, and is related to the formation of the correct worldview, outlook on life and values of the educated^[1]. In this paper, the discourse right of network ideological and political education is

comprehensively explored from four aspects: connotation definition, actual state, inevitable problems and contingent strategy, in order to provide theoretical support and practical guidance for improving the level of network ideological and political education.

2. The connotation of network ideological and political education discourse

Network ideological and political education discourse right is the extension of ideological and political education discourse right in cyberspace, which is different from traditional ideological and political education discourse right, and it covers the three meanings of “discourse right”, “discourse power” and “discourse right effect”. It covers the three meanings of “discourse right”, “discourse power” and “discourse effect”.

2.1 The “discourse right” of network ideological and political education

“Discourse right” refers to the qualification that people use to express their self-assertion and realize certain interests. In network ideological and political education, both educators and educated people have the qualification to “speak” freely, autonomously, spontaneously and consciously in cyberspace. This qualification gives both parties the opportunity to publish their personal views, opinions and attitudes on the network platform. For example, students can express their views on a certain course in a campus forum, and teachers can share their teaching experience. Meanwhile, for educators, the “discourse right” is also reflected in the ideological and political education, which puts forward specific discourse propositions in order to realize educational goals, such as spreading socialist core values in online courses. The “right to discourse” is the prerequisite foundation for the practice of discourse right in network ideological and political education, and provides the possibility for the subsequent educational activities to have a voice. If educators and educated people lack this right, there is no way to talk about ideological and political education on the Internet^[2].

2.2 “Discourse power” of network ideological and political education

“Discourse power” is the social and spiritual power of educators to disseminate mainstream ideological opinions and influence the educated in cyberspace under the guidance of Marxist ideology and in accordance with language norms. In form, it is manifested as a network discourse control system, such as the authoritative information released by the official media's online platform, which builds up the communication system of mainstream ideological opinion^[3]. At the substantive level, it is embodied in the educator's ability to use discourse, including the selection of appropriate types of discourse, semantic transformation, interpretation of the body and context, and the use of network discourse “reasoning” and “storytelling” ability. These abilities directly affect the realization of “discourse power effect”. For example, excellent Civics teachers can skillfully use Internet buzzwords to explain abstract theoretical knowledge, making it easier for students to understand and accept, which is a reflection of the ability to use discourse. “Discourse power is the core key to the implementation of network ideological and political education discourse power, which determines whether educators can effectively disseminate mainstream ideas and guide the thoughts and behaviors of the educated.

2.3 The “discourse power effect” of ideological and political education on the Internet

“Discourse power effect” is the effect, effect or effectiveness of ideological and political education produced by educators exercising their ‘discourse rights’ and utilizing their ‘discourse power’ when carrying out educational activities in cyberspace. The objective result is the effect, effect or

effectiveness of ideological and political education produced by the educator's exercise of “discourse rights” and use of “discourse power”. In terms of objective results, it is manifested in the acceptance, recognition and conviction of the educated to the content of the educator's cyber discourse, which in turn produces positive changes in political stance, ideals and beliefs, and so on. For example, students have strengthened their faith in Marxism through participation in online Civics programs. In terms of the mechanism of action, “discourse power effect” is the leading and binding force of the educator on the educated, prompting the educated to achieve the expected goals of ideological and political education. The “discourse power effect” is the goal and purpose of network ideological and political education discourse power realization, is an important standard to measure the effectiveness of network ideological and political education. Only the realization of good “discourse power effect” can prove the effectiveness of network ideological and political education activities^[4].

Network ideological and political education discourse right of these three levels of progressive, spiral. Educators rely on “discourse rights”, use “discourse power”, and ultimately realize “discourse power effect”, which together constitute the complete connotation of network ideological and political education discourse right.

3. The actual state of network ideological and political education discourse right

Connotation determines the characteristics, in the process of practice, the network ideological and political education discourse right presents the subject-object intersectionality, “discourse right” variability, “discourse power” symbolic, “discourse effect” and so on. Discourse power is symbolic in nature, while the discourse effect is latent, hidden, and part of other objective states.

3.1 Intersectionality of Subjects and Objects

In the network environment, young students as the main body of the educated person by virtue of the network of emerging technologies familiar with the speed and breadth of access to network information than the educator, which dissolves the knowledge authority of the educator, so that they have the ability to “cultural feedback”. When there is a difference between the two parties' perception of things, the educated will evaluate or criticize the educator and influence the educator's thinking. For example, in the discussion of hot events on the Internet, students may put forward novel ideas, prompting teachers to rethink the problem. At the same time, the role of peer education in network ideological and political education is becoming more and more prominent, and the backbone of network students among the educators passes the mainstream ideological and public opinion through the network platform and influences other students, at which time the educators also assume the role of educators. This subject-object intersectionality changes the fixed role relationship between educators and educated in traditional ideological and political education, making the process of network ideological and political education more complex and variable^[5].

3.2 The variability of “discourse rights”

The rapid updating of network carriers and platforms provides educators and educated people with rich and diversified opportunities to “speak”, and they can express their ideas on the network anytime and anywhere. At the same time, the network discourse popular style of writing endless, such as Taobao body, Zhenhuan body, etc., deeply educated and educated people, especially young students love. Young students boldly use, spread and create network discourse to show their personality and express their interests. This variability makes the discourse environment of network ideological and political education more complex, and it is difficult for educators to fully control the dissemination and direction of the discourse, which increases the difficulty of education and guidance.

3.3 Symbolization of “discourse power

The authoritative network discourse of mainstream ideological opinion is closely connected with social and political culture, which is an important symbol system for educators to communicate with the educated, symbolizing the power and intention of ideological and political education. The educator's ability to express and manipulate the discourse to carry out network ideological and political education symbolizes the guiding power of the dominant social value system and behavioral norms, and contains a variety of expression strategies and techniques. In educational interactions, educators need to use these abilities to analyze and resolve conflicts between the two sides and realize the value of education. For example, in the comments section of the Internet, the educator corrects students' wrong views and spreads correct ideas through appropriate discourse guidance, which reflects the symbolic nature of “discourse power” and its role.

3.4 The latent nature of “discursive power effect”

Through the use of authoritative online discourse and related expression strategies, educators subconsciously influence the political positions and ideals of the educated in their online interactions with them. The mechanism of “discourse power effect” is hidden in the conceptual communication and emotional exchange between the two parties, and only when the authoritative online discourse becomes a part of the daily life discourse of the educated, can the expected educational goals be realized. In addition, the educational environment, the cognitive level of the educated and other factors will also affect the realization of the “discourse power effect”, which has an obvious latent nature. For example, the influence of network ideological and political courses on students' thinking may not be immediately apparent, but is gradually reflected in students' subsequent behavior and thinking^[6].

4. The inevitable problem of the discourse of network ideological and political education

In the actual state of network ideological and political education discourse, a series of contradictions and imbalance problems have been derived, which are inevitable phenomena in the development of network ideological and political education discourse .

4.1 The contradiction between the opposition and unity of “double subjects

The discourse practice of network ideological and political education is a process of ideological exchange between educators and educated people, and the contradiction of “double subject” opposition and unity runs through the whole process. This contradiction stems from the intersection of subject and object. From the educator's point of view, the educational process is a dynamic practice in which he plays a leading role, but the educated are not passive recipients; they will question and challenge the educator's discourse, thus generating an antagonism. From the perspective of the educated, the educational process is a process in which they take the initiative to receive education and realize the improvement of their own thinking, and need to cooperate with the educator to reach unity. For example, in the online classroom discussion, students put forward different views on the teacher's point of view, which reflects the antagonism; while teachers and students jointly explore the problem and seek the truth, which reflects the unity.

The variability of “discourse rights” further intensifies this contradiction. It changes the relationship between teaching and receiving, and the freedom of discourse of the educated challenges the authority of the educator, leading to a discourse gap and communication breakdown. At the same time, the multidirectionality of network discourse transmission, content diversity and other changes,

so that the authority of network discourse in the dissemination of “diluted”, educators are prone to fall into the “discourse loss” predicament. This requires educators to maintain the seriousness of mainstream ideological discourse while enhancing the attractiveness and acceptability of the discourse to better cope with this contradiction.

4.2 The imbalance of “discourse power presence” and “discourse power effect absence”

In the field of network ideological and political education, educators and educated people compete in discourse, and the imbalance of “discourse power present” and “discourse power effect absent” occurs frequently. The symbolic nature of “discursive power” triggers this imbalance. Although authoritative online discourse implies mainstream ideological power, the realization of “discursive power” depends on the recognition and acceptance of the educated. In the process of education, “discursive power” always exists, but “discursive power effect” is often difficult to appear instantly, and “discursive power effect” will be gradually realized only when the educated truly accept the authoritative network discourse. It is only when the educated truly accept the authoritative online discourse that the “discourse power effect” will be gradually realized.

This imbalance is also exacerbated by the latent nature of “discursive efficacy”. The latency stems from the “absence of discursive power”, in which educated people need to screen and select authoritative online discourse and give feedback in their life practice when facing multiple online discourses. To break through the latency, the “presence of discourse power” needs to provide continuous power, and educators need to continuously interact and communicate with the educated before their words and deeds meet the requirements of the mainstream ideology. For example, although some network ideological and political propaganda content is widely disseminated, students may not really understand and accept it, and it is not possible to reflect the educational effect in behavior, which is a manifestation of the imbalance^[7].

5. Contingent strategy of network ideological and political education discourse

In view of the actual state and inevitable problems of the discourse of network ideological and political education, in order to resolve the conflicts and regulate the imbalance, it is necessary to adopt corresponding contingent strategies.

5.1 Leading the “discourse right” with the education of socialist ideals and beliefs with Chinese characteristics to cope with variability

Socialist ideals and beliefs education with Chinese characteristics is a powerful weapon to deal with the variability of “discourse rights”. Educators should always take this as the leading role and use the “right to speak” to carry out publicity and education on the “Four Confidences”. On the one hand, they should actively build practical platforms. It is imperative to strengthen the construction of the campus website, E-class, and other thematic websites, set up related courses and workshops, integrate network resources, and create a high-quality education platform. At the same time, the use of personalized network tools such as microblogging and weibo to interact with the educated, build new media on the network, and consolidate the educational position. For example, the campus WeChat public number regularly pushes out articles and cases related to the “four self-confidence” to enhance students' sense of identity. On the other hand, the education of ideals and beliefs is integrated into the popular words on the Internet, attracting the educated in a vivid and interesting form. By telling the stories of role models, students are guided to grasp the national situation and social conditions, and take up social responsibility, so as to increase the online dissemination of education.

5.2 Constructing “discourse power” with the discourse of socialist ideology with Chinese characteristics, showing symbolism

The discourse power of online ideological and political education is the dominant power of socialist ideological discourse with Chinese characteristics in cyberspace. Educators should be guided by Marxism, construct and develop authoritative online discourse, and improve their own online discourse quality. They should design an online discourse that is both ideological and interesting, and incorporate educational art into their communication with the educated to enhance the attractiveness of the discourse. Through the construction of new media platforms such as counselors' blogs and teachers' blogs, educators should improve their ability to use discourse, including the ability to select, transform, interpret and explain discourse, as well as the ability to “reason” and “tell stories”. Educators should lead by example, use authoritative online discourse to disseminate China's stories, and provide timely guidance on inappropriate words and behaviors of the educated, so as to build consensus, make the educated firm in their political stance, and consolidate their ideological foundation.

5.3 Test the effectiveness of “discourse power” with the “survival mentality” in life practice, and decipher the latent nature

Life practice is the criterion for testing the effectiveness of “discourse power”, and it is tested by people's “survival mentality” in life practice. The “discourse right” and “discourse power” of network ideological and political education can only be reflected in the “discourse power effect” if they are internalized into the “survival mentality” of the educated. Discourse power effect”. The mainstream ideological discourse of socialism with Chinese characteristics should be integrated into the daily life of the educated, reflected in their mental state, code of conduct, etc., so as to enable the educated to form “resistance” and “immunity” to non-mainstream ideology, and to integrate the “Chinese Dream” into their daily life. They will combine the “Chinese Dream” with the “Youth Dream” and actively practice the socialist core values. Since life practices and “survival mentality” are dynamic and changing, the test of “discourse effectiveness” should also keep pace with the times and adapt to the development of the times.

6. Conclusion

The discourse of network ideological and political education occupies a key position in ideological and political education in the network era, which is rich in connotations and covers three important dimensions: discourse right, discourse power and discourse power effect. The intersection of subject and object, the variability of discourse right, the symbolic nature of discourse power and the latent nature of discourse effect in its actual state profoundly affect the development of ideological and political education on the network. The resulting contradiction of the unity of the two subjects and the imbalance between the presence of discourse power and the absence of discourse effectiveness have brought many challenges to network ideological and political education. The problem of imbalance between “presence of discourse power” and “absence of discourse power” has brought many challenges to network ideological and political education.

In the face of these situations, the contingency strategies of dominating the discourse right with the education of socialist ideals with Chinese characteristics, constructing the discourse power with the discourse of socialist ideology with Chinese characteristics, and examining the discourse power and effect with the “survival mentality” in the practice of life are particularly necessary. These strategies not only help to resolve the contradictions and imbalances in the development of the discourse power of network ideological and political education, but also enhance the effectiveness

and influence of network ideological and political education, and promote the better development of ideological and political education in cyberspace. In the future, with the continuous progress of network technology and the continuous change of social environment, the research and practice of network ideological and political education discourse need to be continuously deepened. Educators should keep up with the pace of the times, constantly innovate educational concepts and methods, and further optimize the realization path of the discourse right of network ideological and political education, so that network ideological and political education can better meet the needs of the educated, and cultivate more talents of the new era with firm ideals and beliefs, correct values, and a sense of social responsibility, so as to provide a solid ideological guarantee for the development of the country and the progress of society.

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