

Original Paper

A Study on the Ideological and Political Education of Inter-Subjectivity in Colleges and Universities in the Era of New Media

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Abstract

Under the background of the new media era, teenagers, especially college students, have pushed the new media to a blowout development trend. This provides opportunities and challenges for the development of Ideological and political education in Colleges and universities. Inter subjectivity ideological and political education is the frontier issue in the discipline of Ideological and political education, which embodies the Marxist theory of subject human and the Marxist concept of communication practice. In the era of new media, the research on the ideological and political education among the main bodies of colleges and universities is a reasonable choice to conform to the trend of the times. Ideological and political education in Colleges and universities can be effectively developed on the platform of new media.

Key words

inter-subjectivity new media ideological and Political Education

1. Introduction

Ideological and political education in China has gone through the transformation from subjectivity to inter subjectivity, forming the basic clue of the development and change of the western philosophy's subjectivity theory, and the fundamental orientation of the modern western philosophy on the issue of subjectivity, which has also attracted the attention of the ideological and political education discipline. This historical development process not only shows the wisdom of the great people to combine the thought of inter-subjectivity and ideological and political education in philosophy, but also embodies the Marxist view of human science. In the era of new media, the situation that college students have a

high sense of identity and use of new media has expanded the content and provided convenience for the development of Ideological and political education among the main bodies of colleges and universities. However, we must be aware that new media also puts forward new requirements for ideological and political education in Colleges and universities.

2. Overview of New Media

In recent years, the new media is showing a blowout development pattern. It has a high and extensive utilization rate in the three generations of the old, the middle-aged and the young, and even the younger generation. The young generation, represented by college students, makes full use of and develop new media. We call them “College netizen” cordially. In this critical period of Ideological and political education in urgent need of reform and development, the opportunities and challenges brought by new media cannot be underestimated. Colleges and universities have gradually attached importance to new media, which will be included in the scope of university construction. In order to better carry out ideological and political education in Colleges and universities in the era of new media and improve its efficiency, it is necessary for us to have a good understanding of new media and make clear the differences between new media and traditional media.

2.1 Definition and Characteristics of New Media

New media is a relative concept. In a narrow sense, it is a new media form developed by traditional media such as newspapers, radio, television, including network media, mobile media, digital TV, etc. (Peng, 2016). Compared with the four traditional media of newspaper, outdoor, radio and television, new media is vividly called “the fifth media”. In a broad sense, new media can be understood from three perspectives. Firstly, from the perspective of time, it is relatively close in time compared with “old”. Secondly, the use of technology is more convenient, more popular, more widely spread and cheaper, which belongs to innovative media. Thirdly, new media is the product of social change and a constantly developing form of social communication.

The technical characteristics of new media show that it has more rapid information transmission speed and update speed than traditional media. People can get the information they need in time through the network, digital media and so on, which is convenient. In the era of new media, the information base is vast and rich. Moreover, the form of content existence is preserved in the form of virtual, which is most obviously reflected in the video games, such as the sense of body games, as well as the virtual of space, environment, reality, identity, etc. Information in new media environment can be connected with each other under normal circumstances. For example, people can search the content of other websites in one website, and their information is basically interconnected and open. At the same time, the information is indexed in the form of hypertext, showing a mesh structure. The integration lies in that new media can not only cover all kinds of miscellaneous information, but also integrate with traditional media.

2.2 Differences between New Media and Traditional Media

In the process of new media communication, each subject can have dual identities, that is, the receiver and the publisher of information. Compared with traditional media, new media is more independent and flexible. The fundamental difference between new media and traditional media is that new media brings not only technological changes and convenience in user experience, but also a new concept, new way of life and communication. The traditional media point-to-point, one to many indoctrination mode of communication makes a small part of people dominate the right of speech, so that more people's free will is limited or even covered up in this case. The great change of new media communication mode breaks the discourse hegemony of information communication, eliminates the gap between the communicator and the receiver, and makes the free will of the audience be reflected.

3. Inter Subjectivity Ideological and Political Education

3.1 The Relationship between Subjectivity and Inter-Subjectivity

Subjectivity is one of the core concepts of modern western philosophy. Modern western philosophy mainly understands human subjectivity in the sense of epistemology, which refers to a kind of stipulation that the subject uses its own essential power to act on the object in the objective activities (Su, 2013). Marx regards man as a subject corresponding to the world around him, with subjective initiative and creativity, and a social subject engaged in practical activities and historical creation. It can be said that human subjectivity exists in the interaction with the object. Inter-subjectivity shows the way of communication between subjects, which is a basic category of philosophy.

This is a theory that Husserl began to study and put forward in the 1920s. In short, it is the functional relationship between "self" and "other self". In western philosophy, inter-subjectivity mainly studies the interaction between one subject and another, which can be called the characteristics of "Inter-subjectivity" in communication activities. To understand "Inter-subjectivity" from Marx's point of view is to put it in the real world, on the basis of practical communication practice, and to regard "subject" as a real person in a specific social relationship (He, 2001).

3.2 Implications of Inter-Subjectivity Ideological and Political Education

Subjective ideological and political education is an ideological and political education activity based on the position of the educator. In a broader sense, it is carried out on the premise that the educator and the educated are regarded as the subject and the object, which can be said to be the characteristics of subjective ideological and political education (Yang, 2015). The inter subjectivity ideological and political education not only recognizes the main role of educators, but also emphasizes the main position of the educated. There is equal dialogue and communication between the educator and the educated. The personality of the educated is no longer suppressed, and its subjectivity is respected. After fully listening to the feedback of the educated, the educator can improve the efficiency of Ideological and political education, close the relationship between the educator and the educated, and the relationship between them is more scientific and humanized, which also helps to achieve the value

of Ideological and political education.

The inter subjectivity ideological and political education is a beneficial supplement to the subjectivity ideological and political education. What it wants to achieve is the unity of the educator and the educated. They are the subjects in different teaching and feedback processes. However, in order to get the best effect of inter subjectivity ideological and political education, it must be based on practical activities. Marx pointed out that the essence of human is not the abstract thing inherent in a single person, but the sum of all social relations in its reality (Marx, 2009). The interaction and practice between the subjects are the essence of Ideological and political education, which makes the content of education cannot be separated from the actual life of the educated. The educator should solve the problems encountered in the real life of the educated. Similarly, both the educator and the educated should have their own income on the basis of practice, so that the content of Ideological and political education can be enriched.

4. The Problems and Reasons of Ideological and Political Education in Colleges and Universities

4.1 Main Dilemma

According to the 2018 China Youth Internet Behavior Research Report, 90% of China's youth Internet users use mobile phones to access the Internet. As of December 2017, China's youth Internet users reached 256 million, with a penetration rate of 71.8%. In 2018, 86.3% of teenagers used mobile phones to surf the Internet, an increase of 2.8 percentage points over last year. The rapid development of new media can make people close the distance between each other through the Internet, but it may also lead to the reduction of people's communication ability in real life and induce various psychological problems. In addition, the new media platform not only serves as a tool for college students to relax and vent their emotions, but also may become a hotbed for triggering internet crime and promoting western decadent ideas. The compulsory instillation of Ideological and political education and the restriction of public opinion may lose their advantages. The environment of Ideological and political education in Colleges and universities is becoming increasingly complex.

4.2 Specific Reasons

4.2.1 Social Environment

In the era of new media, great changes have taken place in the social environment of Ideological and political education in Colleges and Universities: the social space is "unimpeded". The convenience of individual communication is strengthened, and the way for people to understand the world is no longer single. The assimilation of public opinion has intensified. When college students are in the new media, they will be influenced by the public opinion of the monopolized media unintentionally. Developed countries control the best new media resources in the world and try to assimilate the public opinion, which brings great difficulty to the ideological and political education in Colleges and universities. At the same time, in the cultural environment, the authority of Ideological and political education workers in Colleges and universities is gradually weakening, and the social moral standards are playing games,

which greatly affects the effect of Ideological and political education. From the perspective of technical environment, virtual network makes the appearance that Internet users can not be subject to moral and legal constraints, induces some college students who lack self-control to even go on the road of illegal crime, offsets the effect of Ideological and political education in Colleges and universities.

4.2.2 Dominant Position

New media technology makes the effect of Ideological and political education in Colleges and universities uncertain. In the face of massive information, the authority of the dominant position of Ideological and political education in Colleges and universities has been dispelled to a certain extent, and ideological education will also be damaged.

4.2.3 Self Quality

College students are easy to be influenced by the virtual world, and their values are easy to deviate, which challenges the mode of Ideological and political education in Colleges and universities. The ideological and political quality of this kind of educators is weak. Influenced by Western ideas, scientific ideals and beliefs and values are weakened. In addition, there are some educators with low professional ability and overall quality.

5. The Theoretical Construction of Ideological and Political Education among the Main Bodies of Colleges and Universities in the Era of New Media

Xi Jinping pointed out at the National Conference on Ideological and political work in Colleges and Universities: “doing well in Ideological and political work in Colleges and universities should be changed because of things, and because of the times and the new situation.” We should use new media and new technology to make our work live, promote the high integration of traditional advantages of Ideological and political work with information technology, and enhance the sense of the times and attraction. “(Xi, 2016) This view reflects the necessity and importance of the deep combination of the new media and the ideological and political education among the main bodies of colleges and universities.

5.1 Building Dialogue Education

Education is inseparable from dialogue, especially ideological and political education. As an educator and an influence, the ideological and political education of cultivating people’s ideological and moral concepts and forming good ideological and moral behaviors is inseparable from dialogue. Socrates spent most of his life talking with people in public about various problems. From this point of view, the process of pursuing morality is the process of dialogue, and the “truth” in Ideological and political education is also revealed in the dialogue between teachers and students who repeatedly ask questions and solve puzzles. The process of Ideological and political education is not a one-way indoctrination of teachers to students, but a process of mutual attraction, mutual understanding and mutual respect in the dialogue between you and me, understanding “self” from “others and me”, and understanding “others and me” from “self”. In this kind of Ideological and political education activities, the spirit of dialogue

between teachers and students is particularly consistent with the central purpose of Inter-subjectivity philosophy. Therefore, dialogue is the prerequisite for the development of Inter-subjectivity ideological and political education, which is the necessary means and inevitable choice of Ideological and political education.

5.2 Constructing Recessive Education

The recessive education in the ideological and political education is compared with the dominant education, such as classroom teaching, lectures and so on. It mainly has the obvious characteristics of the openness of the educational place, the concealment of the educational intention, the permeability of the educational way and the unconsciousness of the educated. Implicit ideological and political education refers to the education that the educator penetrates the contents and objectives of Ideological and political education into the daily activities or specific activities of the educated, so that the content that the educator wants to convey is internalized into the mind of the educated in the process of imperceptible influence. Explicit education and recessive education are two important ways of ideological and political education (Li, 2019). Compared with the dominant education, the recessive education has its obvious advantages. For example, the subjective initiative of the educated in the state of unconsciousness has been greatly improved. In addition, because the recessive education is self selection, self absorption and self experience of the educated, the lasting effect of education will be better. There is no conflict between implicit education and explicit education, but they are indispensable and interdependent. In a certain situation, the relationship of mutual transformation is an important method of Ideological and political education.

Compared with the traditional implicit ideological and political education methods, simultaneous interpreting of new media technologies such as micro-blog and We Chat brings closer recognition to college students. In addition, although the traditional means to a certain extent also play the subjective initiative of the educated, but the effect of education can not be learned from the students' feedback in time. By using the new media technology of implicit ideological and political education, students and teachers can choose to hide their identity according to their own wishes, so that teachers and students can have barrier free communication at any time and anywhere equally, and teachers can understand students' ideological changes and feedback at the first time, so as to better guide future teaching activities.

6. Suggestions

We should actively open new media channels for interaction between teachers and students, such as "online psychological consultation room", "practical exchange forum" and other activities. Colleges and universities should also open student message function on various platforms, Recycle feedback in a timely manner and resolve it. Secondly, it is necessary to fit the living environment of the educated, and through self-participation, students become the disseminators of ideological and political education and experience the daily work mode of teachers. Moreover, we should give full play to the bridge function

of the carrier function of new media, plan colorful ideological and political education activities, and create a positive campus culture atmosphere. Colleges and universities should strengthen the supervision and guidance of information dissemination, and strengthen the punishment of illegal release of harmful information. They can unite with social propaganda departments to purify the network from the source. Finally, we should establish a team of educators who are enthusiastic about ideological and political education and have professional theoretical and media literacy to lead ideological and political education.

7. Conclusion

It can be seen that the equality, interaction and interest of the new media can greatly enhance the identity and cooperation of the educated on the ideological and political education, which is conducive to the smooth development of Ideological and political education in Colleges and universities, so that the effectiveness of Ideological and political education in Colleges and universities is also guaranteed. The effect of Ideological and political education in Colleges and universities can be brought into full play with the help of new media platform. Therefore, it is a wise choice to establish a reasonable concept of dialogue education and recessive education.

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