

Research on the Practice of Ideological and Political Education in Colleges and Universities under the Internet

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Abstract: With the current rapid development of social development, ideological and political education is the key to the practice of education in colleges and universities. Good ideological and political education helps to cultivate students' outlook on life and has a positive role in promoting. This paper will take the "Internet +" background as the research entry point, analyze the ideological and political education in colleges and universities under the background of "Internet +", explore the teaching challenges of ideological and political courses in colleges and universities, and put forward the practical practice suggestions for ideological and political courses in colleges and universities under the background of "Internet +".

With the rapid development of China's social economy and the continuous popularization of network technology, the thinking of college students in China has become more and more active[1]. This puts forward new requirements for university ideological and political education. How to strengthen university ideological and political education under the background of "Internet +", and train students to become high-quality talents that meet the needs of China's times. An important issue that people of insight need to solve.

1. Ideological and political education in colleges and universities under the "Internet +"

Due to its very large amount of information transmission, the Internet is known as the fourth media and is currently the most widely used media in the world. Compared with other media, the Internet not only has the characteristics of rich content, strong interaction, strong sense of picture and text, but also is very popular among college students[2]. It can be said that everyone is using the Internet. Although Internet technology has brought a lot of convenience to college students, there are also many shortcomings. For example, the rigor and authority of the Internet still need to be verified. However, today's college students in China have very weak selectivity for Internet content, and their ideas are very susceptible to some bad information in the Internet. In view of this, under the background of "Internet +"[3], it is imperative to carry out ideological education for college students, through the research and analysis of the relationship between Internet thinking and college students' behavior and between Internet thinking and college students' thinking. Using Marxist thought to guide it has become the core content of ideological and political education in colleges and universities in China. In addition to political science, philosophy, Marxist education and psychology, the ideological and political education in colleges and universities also includes information technology and network technology. These aspects need to be co-ordinated for joint research.

2. The significance of "Internet +" in the ideological and political education in colleges and universities

2.1 Comply with the development needs of the times

With the advent of the "Internet +" era, the Internet has accelerated the pace of society and accelerated the development of the economy. In the complex environment of the network, college students have more and more information, and their thinking has become more complicated. In addition, some schools lack the "three outlooks" education[4], and the hegemonism of Western countries has seriously affected the cultural communication of our country. This requires that the ideological and political work of colleges and universities can adapt to the development and changes of the times, meet the ideological and political needs of college students, solve problems, and thus establish a good ideological and political concept.

2.2 Enhance the attraction of ideological and educational education

Contemporary students have more individuality, smart agility, and more rebellious psychology. It is very repugnant that schools instill ideological and political education, and colleges and universities have always adopted this teaching method, which greatly reduces the attractiveness of ideological and political education. The rise of "enrichment of students' access to information resources, and the "Internet +" interactive forms are many, more easily accessible to students. Colleges and universities can use the "Internet +" function to make up for the deficiencies in teaching, and increase the activity in the ideological and political classroom, so that the ideological and political curriculum can be more attractive.

2.3 Enhance the autonomy of ideological and political education

Generally speaking, under the traditional education mode, teachers are the dominant players in the ideological and political class, while college students are the carriers of education and do not express the original subject lines[5]. However, under the student-themed education concept, college students are the main players in ideological and political education. With the advent of the "Internet +" era, the Internet provides students with more real information, so that students can access data on the mobile and PC side, teachers can also interact with students through the "Internet +". This will help teachers to understand the information and thoughts of students in a timely manner, and timely adjust the educational content and curriculum of ideological and political education according to the students' psychological thoughts and performances, so as to overcome the problems existing in traditional education, so as to improve students' ideological and political education. The subjectivity and autonomy can also enhance the ability of college students to learn independently.

3. The challenge of ideological and political education in colleges and universities under the background of "Internet +"

3.1 Network Information Shocks College Students' Ideological Cognition

In the context of "Internet +", education information has shifted from one yuan to a large number. A large number of online platform resources have brought more choices to students, but the complex and diverse information mixes and intertwines, impacting the cognitive thinking and value orientation of contemporary college students. It is the Western countries that spread unhealthy content and information through means of network information penetration, capital operation, and hot speculation. It is easy for college students to be misled by bad information, which leads to cognitive bias in ideological and political lessons. At the same time, if Internet information is not reviewed Strictly, the hidden characteristics of network information can easily weaken the moral

responsibility of college students[6]. It is difficult to carry out effective self-thought management according to network information. Some of the vulgar and harmful spam through the Internet have certain negative effects on the values of college students.

3.2 "Internet +" challenges traditional classroom teacher authority

The survey found that the current ideological and political teaching methods are still based on traditional books and PPT teaching. Nearly 80% of teachers use traditional teaching methods. Although the unilateral input education mode is easy to establish teacher knowledge authority, this boring and single teaching method makes students passively accept the knowledge information, and it is difficult to generate interest in the course content, so the teaching effect is greatly reduced. At present, the rapid development of Internet information technology, the unprecedented degree of information dissemination and penetration, both the teaching form and the teaching technology are facing the challenge of comprehensive upgrading. The traditional education method can not meet the requirements of ideological and political education, and the infinite nature of network resources. To improve students' autonomy, teachers are not the only way for college students to obtain knowledge sources through classroom teaching. Students have more choices.

3.3 "Internet +" Forms the Challenge of College Ideological and Political Education

Although China's major universities have gradually formed the "Internet +" ideological and political work into a normalization, attaching importance to the network ideological and political propaganda means and communication methods, but the network construction of the ideological and political education system is not enough[7], and the connotation construction is still insufficient. The fundamental reason is that the construction of the ideological and political education system and the Internet information network resources fail to form a linkage effect. The educational content of teachers is not connected with the information published by the Internet media. The teaching system and network information are not unified, and students receive different types of information. The information is more inclined to receive the Internet communication information that is chosen by itself, so it is difficult to resonate with the teaching content of the ideological and political course. This poses a difficult problem for the ideological and political education system in colleges and universities. The ideological and political education system must be combined with the Internet information resources. The two form an effective synergy and achieve a high degree of fit, making the "Internet +" information technology become the ideological and political education of colleges and universities.

4. The practice of ideological and political teaching innovation in colleges and universities on the background of "Internet +"

4.1 Ideological Value Leads to Establish Mainstream Position of Ideological and Political Education

Because Internet technology broadens the time and space for students to learn, pushing information and topic design before class will help students build a healthy network view through the network. First of all[9], to strengthen the rigor and mainstream of the network platform, so that students can identify the value of teaching content in the vast network information, fully highlight the characteristics of the course content, set the preview theme according to the learning needs of college students, through character stories, social hotspots, micro-movies In other forms, it effectively guides students to participate in it, allows students to prepare questions with questions, enters the classroom with thinking, returns to society with answers, and truly realizes the

transformation of college students from “I want to learn” to “I want to learn”. Secondly, through the interactive three-dimensional network, the Internet platform provides the function of answering questions for students, so that students can freely select modules according to their interests during the pre-course preparation process, and feedback the blind spots of knowledge information to the teachers, which not only improves the students' enthusiasm for learning and Initiative, also through the induction of students' knowledge interest module and knowledge blind spot module, help teachers adjust the curriculum content according to local conditions and situation.

4.2 Realize the interactive classroom teaching under the "Internet +"

In the classroom teaching process, the use of Internet technology and teaching content links effectively combine to achieve flipping classrooms, teachers to guide students to participate in curriculum interaction to enhance students' absorption and internalization of knowledge[8]. For example, we select the course “Introduction to Mao Zedong Thought and the Theory of Socialism with Chinese Characteristics” in the ideological and political course as a sample, and use the “classroom” Internet teaching system website to design for technical support:

The first is data statistics student information. The class information is set on the website, students can enter the class through WeChat scanning, and the student preview details and attendance status are summarized through the Internet big data.

The second is the teaching of knowledge points. Select the course knowledge point: "The distribution system of the primary stage of socialism", the teaching design first introduces the introduction problem, let the students participate in the voting through the mobile phone client to answer the distribution problem, trigger the interest of the students, and then talk about the content of the "distribution system". The versatile “Internet Plus” technology allows students to complete voting in less than a minute and display the student’s voting information on the issue in real time. The technology not only presents instant information about student engagement data, but also motivates students to participate in classroom questions.[9] .

The third is to initiate class discussions. The use of "Internet +" big data analysis can not only promote the active participation of all students in the discussion, but also summarize the network data and analyze the data with the highest attention of the class. Through the Internet technology, the network anonymity open questions are distributed to the students, and all students are encouraged to participate actively. Then, according to the results of individual participation, big data is aggregated. By viewing the big data word cloud, the class members who have the most answers to the questions can be presented.

4.3 Pay attention to the ideological and political teaching feedback under "Internet +"

Through the effective integration of Internet technology and ideological and political lessons, students can effectively feedback the learning situation, feedback students' understanding and confusion of knowledge points in real time, respond to curriculum problems at any time, and establish a long-term educational mechanism[10].

The first is to feedback student scores in real time. Internet technology realizes online testing of students, and the objective questions are automatically reviewed. The test results reflect the correct rate, error rate and average score of the class in a timely and accurate manner, helping teachers understand the learning situation of students' knowledge information in time, and improving the teacher's review papers. The efficiency, at the same time according to the scoring rate, accurately locates the students' knowledge weak areas, teachers can explain and analyze according to the test results.

The second is real-time online feedback Q&A. During the course of the lecture, the students

have questions or suggestions on the knowledge information. Through the Internet barrage function, the students will immediately display the information on the teacher's lecture screen after using the mobile client to edit the information. According to the student's barrage information, the teacher can receive students' feedback and response to knowledge information in real time, and timely adjust teaching information, course content and real-time answering questions. The teaching feedback function of the above Internet technology not only greatly improves the work efficiency of teachers, but also makes students learn knowledge more accurately and efficiently, and effectively lays a good foundation for the long-term establishment of "Internet +" ideological and political education mechanism.

4.4 Strengthening the follow-up of ideological and political lessons under "Internet +"

Internet technology has broken through the time and space of ideological and political education, and has realized the after-school tracking of ideological and political education. Teachers can view students' learning trends and questions through the network, test the expected effects of learning, and answer questions online in a timely manner. At the same time, teachers can track students' opinions on knowledge information through the Internet, monitor and manage Internet platform speech, judge online public opinion information, and understand students' ideological dynamics. Network information is restricted and restricted by social ideology. The characteristics of transnationality and virtuality make it Internet public opinion spreads quickly, and the reaction is high. However, the authenticity of these information cannot be distinguished. College students are easily influenced, influenced, and forwarded by public opinion[11], which forms the spread of bad information. Through after-school tracking, teachers can guide students to distinguish bad information and information in network information, through positive publicity and public opinion guidance, risk prevention and emergency pre-control, to foster students' ability to enhance non-resolving ability, moral self-discipline, and improve college students' network quality. Refused to temptation to increase vigilance, predict the development trend of online public opinion, and actively guide students to resolutely resist the decadent ideas and form a correct world outlook, outlook on life and values.

4.5 Pay Attention to College Students' Network Moral Education

Due to the recent rise of China's network, there is a serious lack of morality and legal binding force, which directly leads to a serious impact on the ideological concepts of college students. Under such circumstances, colleges and universities in China must strengthen the network moral education of college students[12], thereby enhancing the ideological and moral and legal concepts of college students. At the same time, colleges and universities should pay attention to strengthening the constraints of college students' moral laws and disciplines, so as not only can help college students develop good habits and behavior habits. At the same time, they can also impress their impressions in their minds. When there are behaviors that are unfavorable in their lives in the future, they can use their moral and legal concepts to effectively protect themselves.

5. Conclusion

Ideological and political education has an irreplaceable important role for college students. Therefore, people of insight in China should study and analyze the opportunities and challenges faced by ideological and political education in colleges and universities in the context of "Internet +", thereby improving the efficiency and quality of ideological and political education. To lay a solid foundation for the future development of college students.

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