

On the Innovation Path of Ideological and Political Education Discourse of College Students in Micro-era

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Abstract. From the perspective of the micro-era, college students are gradually pursuing concise, novel, fragmented and personalized ways of discourse expression, and their way of thinking is more active. The traditional ideological and political education discourse with too strong theoretical nature is difficult to adapt to the psychological characteristics and discourse forms of the "post-00" college students, and its effectiveness is not strong, which adds obstacles to the ideological and political education in colleges and universities. In this regard, the discourse of ideological and political education for college students in the micro-era should adhere to the guidance of Marxism, based on General Secretary Xi Jinping's "Nine Upholds" and "Nine Requirements" for education, absorb nutrients from the excellent traditional Chinese culture, integrate into the network discourse of the new era, and form a discourse system of ideological and political education that is suitable for the discourse style of college students in the new era with the help of the discourse communication platform between teachers and students, so as to help the ideological and political education work in colleges and universities and ensure that the fundamental task of cultivating morality and talents is implemented.

Keywords: micro-era; college students; ideological and political education discourse; innovation path.

1. Introduction

Discourse is the carrier of ideological communication, a tool to reach people's hearts and communicate ideas, and a basic guarantee for the effectiveness of ideological and political education for college students. With the help of discourse, teachers and students can achieve better knowledge communication and emotional resonance, so that they can accept and recognize the content and value brought by ideological and political education from the deep heart's core. Ideological and political education discourse, as a new field formed on the basis of the new problems emerging in the new era and the combination of concepts drawn from the field of linguistics and the discipline theory of ideological and political education, has both profound linguistic theoretical foundation and distinct ideological and political education core.

With the rapid development of big data and cloud computing, various interactive tools and software are emerging one after another, and people's ways of communication and discourse dissemination are becoming richer and richer, which indicates that we have officially entered the "micro-era". After 2020, "post-00" college students have gradually become the major group of college students. They skillfully use and master all kinds of communication software, the way of discourse changes rapidly, the understanding and contact with the society are different from before, the ways to express their views are greatly increased, and they fully enjoy the spiritual pleasure brought by freedom of speech. However, it also brings great opportunities and challenges to the ideological and political education in colleges and universities. On the one hand, there are more ways for college students to participate in expression and promote ideological and academic exchanges. On the other hand, the change of college students' discourse style has a violent impact on the traditional ideological and political education discourse system. When the ideological and political education in colleges and universities enters a new journey, it should innovate and develop the traditional ideological and political education discourse from the perspective of the micro-era, combining with the new discourse style of college students, so as to better improve the students' acceptance will and effect of the ideological and political education discourse and build up the position of ideological and political

education. "Fully implement the party's education policy, implement the fundamental task of cultivating people with virtue, develop quality education, promote educational fairness, and train socialist builders and successors with all-round development of morality, intelligence, physique, aesthetics and labor."

2. The micro-era college students' discourse style presents new characteristics.

Micro-era is a brand-new era, which is mainly based on digital communication technology and realizes fast, efficient and interactive communication activities in the form of fonts, pictures, animations, videos and other forms with the help of convenient terminals. It involves a wide range of content and scope, including the application of communication micro-platforms such as Weibo and WeChat, and also contains a series of related concepts such as micro-novels, micro-classrooms and micro-quotations^[1]. In this era, people have more power to speak and the society is more dynamic, showing the characteristics of two-way interaction and popularization. What's more, everyone is self-media, everyone can be a spokesperson, and everyone is also a receiver. They set up different groups according to their own needs to meet the purpose of learning and communication. Due to the influence of Internet culture, the discourse narration of college students is different from the previous expression and communication carrier, and has a distinct era.

First of all, the "post-00" college students pursue novelty, brevity and personal expression. There are various media in the micro-era. Network communication realizes anytime, anywhere communication and overcomes the space limitation. Different from face-to-face communication, online communication can be assisted by expression packs, pictures and special symbols, which reduces typing time. This simple and novel way of expression is popular with college students because of its short time consumption, outstanding personalization, fashion and simplicity, which also affects their interpersonal and oral communication in reality. They begin to use fragmented expressions and pinyin abbreviations for daily communication, such as "YYDS", "DBQ", "U1S1" and so on. Compared with the "post-90s" college students, the "post-00s" college students have stronger autonomy and clearer degree of self-cognition. According to the survey, "72% of the post-00s think that their own insights and achievements in a certain field are more representative of themselves than their consumption and career, and 66% of the post-00s' decisions are made by themselves."

Secondly, the discourse content pays more attention to life and entertainment and has multiple value orientations. The main motivation of "post-00" college students to use new media is chat, communication and entertainment. Compared with current political news, entertainment news is more entertaining and relaxing. At the same time, life and entertainment content can also be expressed in relatively free discourse form, which is not easy to involve sensitive and serious topics. Different from the "post-90s" college students, the "post-00s" college students have more diversified value orientations. They often describe themselves with contradictory network words such as "Buddhism" and "self-confidence", which not only shows that they have a clear understanding of their own abilities, are willing to work hard and strive for the future, but also shows that they are willing to follow fate and have a free and easy life attitude. Also influenced by this kind of multi-value thinking, they express their opinions anytime and anywhere with the intention of showing their unique personality different from "ordinary people".

3. The development of ideological and political education discourse in the micro-era is facing new challenges.

Rich information resources, diversified media and convenient communication channels in the micro-era bring not only opportunities but also challenges to the innovation of ideological and political education discourse for college students. On the one hand, this kind of challenge originates from the advantages of the micro-era itself, which makes the traditional ideological and political

discourse increasingly less attractive. On the other hand, due to the relatively stable system structure of traditional ideological and political education itself, it is difficult to timely and quickly update to adapt to the "ever-changing" discourse style of college students. In addition, in the current education system, educators do not have appropriate information channels and sufficient time and energy to understand the discourse patterns and ideological and behavioral habits of college students, which makes a large discourse gap between educators and college students. This has brought great challenges to the ideological and political education in colleges and universities, and the innovation of discourse in ideological and political education is imperative.

3.1 The diversity of discourse content, the emergence of traditional discourse "de-authoritative"

In the micro-era environment of "everyone is a news agency", various ideological discourses emerge one after another, various social ideological trends emerge one after another, opinions are numerous and complicated, there is no consensus, the content is extremely fragmented, which also provides an opportunity for non-Marxist ideological trends, even anti-Marxist ideological trends. Due to the fact that college students have not yet formed a relatively complete cognitive system and the western world has been peddling western values to China. Under the deliberate guidance and careful setting of some people with ulterior motives, for example, some internet giants and false associations, they have created internet topics to induce the college students who do not know the truth to identify with such erroneous concepts as historical nihilism, populism and dogmatism, and gradually distort their values and world outlook, which has led to the deconstruction of the discourse authority of Marxist ideology.

In addition, the advanced technological platform in the micro-era has also satisfied the university students' willingness to freely select information. On the one hand, they can obtain network information independently. On the other hand, they can express their opinions at any time and create opportunities for understanding and comment. The interaction between the virtual and the real leads to the subjective cognitive deviation of college students. However, the traditional ideological and political education structure is stable, and it is difficult to update the discourse system in time. The lag is relatively prominent. At the same time, the diversity of audiences and subjects enables teachers and college students to obtain the same information. However, teachers, as the guiders and transporters of education, must be mainstream-oriented, based on the syllabus, and be converted into teaching materials for students, which is necessarily different from the first-hand materials obtained by students. In this unbalanced state, university students inevitably question the authority and timeliness of the information held by teachers.

3.2 Individualized discourse form, aphasia in traditional discourse

The discourse elements of the micro-era are characterized by mass sharing, conciseness, quickness, novelty, wit, immediacy and efficiency. These various forms of discourse are loved and pursued by the "post-00" college students. They have the spirit of adventure and are fond of pursuing new things, which makes them enthusiastic and addicted to the network discourse system of the new era, presenting the characteristics of diversified starting sounds, popular hot spots and convenient expression. They are eager to get public attention with unique language and highlight their own unique personality, so they learn and imitate the discourse style of some minority bloggers. In the micro-era environment, 4G and 5G technologies are developing rapidly, and the modern transmission of information is more convenient than before. Micro-media such as Weibo and WeChat also provide every college student with the opportunity to express his or her own ideas and provide a platform for communication.

The traditional ideological and political education discourse has its own specific style of writing and style in the textbook discourse because of its abstract complexity in theoretical structure and its abstruse and obscure logic. Although the theoretical discourse can analyze the problem more deeply, it is difficult to connect with the network discourse in order to adapt to college students' psychology

and solve their ideological confusion. The micro-era has changed the general environment of ideological and political education. The discourse of ideological and political education is no longer confined to offline courses and activities. The network has become the second front, and the micro-discourse system has been gradually constructed. However, due to the educators' lack of thorough understanding of the areas and deep network environment that the students pay attention to and their little knowledge of their personalized language, it is difficult to effectively guide the students to be in a good educational environment, which is not conducive to making the ideological and political education discourse resonate with the college students. The traditional ideological and political education discourse has a serious aphasia phenomenon, which constitutes a huge obstacle to the effectiveness of the ideological and political education in colleges and universities.

3.3 The vector of discourse media, the traditional voice of the transfer

With the rapid development of multimedia technology, information dissemination has gradually changed from "one-to-one, many-to-one" to "all-to-all" and the social form has become "media"^[2]. The carrier of college students' discourse has also changed from books to micro-media, such as Weibo and Tik Tok. However, educators have limited access to information in the process of ideological and political education and the update speed is slow. They are not skilled at using Kuaishou, bilibili and other information media used by "post-00" college students. As a result, they do not fully understand the content, network culture and discourse methods that college students pay attention to. In this case, there is a certain discourse gap between educators and college students, which becomes a communication barrier between educators and the educated.

In the traditional ideological and political education, educators are the holders and carriers of information. They hold more initiative in discourse and can independently arrange educational time, methods and contents. However, with the diversification of online media, information is no longer held by teachers alone. Everyone has become the receiver and holder of information. The discourse power of ideological and political education has gradually transferred to the educated, and the space for discourse communication between the two sides is freer. Every student is the node of information transmission. They pay close attention to the hot spots on the network in real time, express their opinions freely, and even create network topics at certain times. They actively guide everyone to participate and understand the views of others. Their understanding and analysis of ideological and political education are more thorough than before. The discourse power of ideological and political education is gradually changing from the teacher as a single subject to the teacher-student community.

4. The innovation path of ideological and political education discourse of college students in the micro-era.

Engels pointed out: "The theoretical thinking of each era, and thus the theoretical thinking of our era, is a product of history. It has completely different forms and completely different contents in different times."^[3]As society enters the micro-era, the way, content and form of college students' discourse have changed, which has brought great impact to the traditional discourse of ideological and political education. Therefore, the discourse content of ideological and political education should always adhere to the guiding position of Marxism, innovate the discourse form and optimize the discourse carrier in order to adapt to the changes of the times and effectively enhance the effectiveness of ideological and political education.

4.1 The theoretical value of guidance, to ensure the correct direction of guidance

4.1.1 Adhering to the guidance of Marxism to stabilize the discourse status of mainstream ideology.

Marxism is the essence of the times and the banner of the times leading our party to success. In order to promote the innovation of ideological and political education discourse, we must adhere to the basic principles of Marxism and the positions, views and methods that run through it. Guided by

Marxism, we must constantly make theoretical innovation, strive to form basic theories and methods with Chinese characteristics, strengthen the ideological nature of ideological and political education, and keep the political direction unchanged. Ideological and political education in colleges and universities is the main way to spread the mainstream ideology. Its discourse innovation must maintain a correct political position and carry out the learning and using of Marxism in all aspects. It cannot be divorced from the root at any time and cannot run counter to the mainstream ideology. In the process of innovation, mainstream ideological discourse is actively integrated into new media communication or discourse expression, for example, the propaganda of "socialist core values" is integrated into the expression package that "post-00" college students are willing to use, which not only keeps the original propaganda background color, but also innovates the communication method.

4.1.2 Give full play to the leading role of mainstream media to ensure that ideological and political education discourse is not biased.

The development of new media technology not only brings convenient conditions for the expression and innovation of ideological and political education discourse, but also provides means and space for the dissemination of various other non-mainstream ideas and cultures. It has a strong impact on the socialist mainstream ideology and weakens the effect of ideological and political education discourse to a certain extent. The mainstream media represents fairness, justice and openness, is the true representation of the nation's intention, and is the mouthpiece of the party and the people. In the era of network new media under the heavy flow of information, the mainstream media should shoulder the heavy burden and responsibility, maintain its authority and credibility, play a correct guiding role, occupy the main position of public opinion, enhance people's trust in the mainstream media, strengthen people's confidence and determination to follow the party, create a clean and positive network environment for the ideological and political education discourse, ensure the innovation of the ideological and political education discourse is not biased, and develop in a positive and correct direction. The mainstream media should also actively establish contact and strengthen communication with influential network personnel, guide their ideas and concepts, exert their influence and appeal in network communication and new media communication, and coordinate with all parties to unify their thoughts and forge consensus.

4.2 Three-way linkage, enabling innovation in ideological and political education discourse.

4.2.1 Based on the excellent traditional Chinese culture, integrate into the classic discourse.

Since the 18th National Congress of the Communist Party of China, General Secretary Xi has repeatedly stressed the importance of inheriting and carrying forward China's excellent traditional culture to the Party, the country and the people. "In the long history, the Chinese nation has formed a great national spirit and excellent traditional culture, which are the cultural gene of the Chinese nation and the spiritual force to realize the great rejuvenation of the Chinese nation. They should be carried forward in combination with the new reality." The truth and values contained in China's excellent traditional culture are of great significance in shaping China's spirit and constructing national beliefs. Therefore, the discourse of ideological and political education should not only look for fresh blood from the Internet era, but also look for nutrients from the rooted soil. Based on the excellent traditional Chinese culture, the innovation of the discourse form of ideological and political education is not only helpful to inherit the local culture and enhance the national self-confidence, but also beneficial to the innovation of the ideological and political education model and bring new experience to the students. The teaching of theoretical courses of ideological and political education in colleges and universities tends to be excessively "dogmatization" and divorced from students' actual life, resulting in low acceptance. However, the traditional culture is inherited because it is closely related to the students' lives, such as the deeds of the advanced figures such as "Mencius' mother moved three times". Therefore, the integration of traditional culture into ideological and political education is more convenient for students to understand and accept, and can be extended from the ideological and political discourse of cultural education. For example, in the education of university students' heroic

view, if only the content of heroic view is interpreted with the discourse of teaching materials, the educational effect is often unsatisfactory. However, if the excellent traditional culture such as loyalty to the country is combined with the in-depth interpretation and explanation from the perspective of cultural heritage and historical details, it can bring more thinking to the students, drive the students to communicate and discuss, so that the university students can truly internalize this quality into their hearts, externalize it into practice, and build strong national self-confidence.

4.2.2 Take popularization and popularity as the main direction to update the discourse structure.

In the process of continuously promoting the integration of ideological and political education discourse and excellent traditional culture, the innovation of ideological and political education discourse has a deeper foundation. In addition, we should also have a broad vision. In the Internet era, college students' popular culture is not all dross. We should have the courage to absorb and accept new cultures and discourse patterns and update the discourse structure of ideological and political education. With the help of teachers and students' discourse communication platform, WeChat, WeChat official account, various kinds of APP (mainstream, entertainment) and other media, we should use popular and people-centered language to increase empathy and enhance humanistic care. Under the background of micro-era, the update speed of network hot stems is very fast. University teachers should integrate some hot stems with correct value orientation and extremely wide audience into daily teaching activities to resonate with students. For example, the use of pinyin abbreviations of professional nouns enables students to master the meaning of nouns in the word guessing process, which can not only effectively relieve the tedium of professional terms, but also deepen the understanding of words. Secondly, the latest hot issues of current politics are actively integrated into the curriculum cases, which reflects the forefront of the times.

To sum up, it is of great theoretical and practical significance for the innovation of ideological and political education discourse in the new era to appropriately integrate network discourse and Chinese excellent traditional culture into ideological and political education discourse, and to create a new path and new pattern of "three-way linkage" in which network empowerment—excellent traditional culture is firmly rooted—and ideological and political education discourse is effective.

4.3 To optimize the information carrier, build a platform for teacher-student discourse communication.

The torrent of information in the micro-era is impacting the public's vision. The ever-changing information makes it difficult for university teachers to understand the discourse forms and focus of attention of university students in a timely manner, and to build a platform for discourse communication between teachers and students. It is very important. Through the platform, teachers can establish contact between teachers and students. Teachers can quickly and accurately grasp the discourse of college students in the micro-era environment, and promote the innovation of ideological and political education discourse.

4.3.1 Reasonable planning of platform structure with comprehensive functions.

The teacher-student discourse communication platform is encouraged to be composed of "post-00" college students and teaching assistants, and the ideological and political course teachers provide guidance. Students regularly (monthly, weekly) collect hot words and hot events on the Internet. With the help of WeChat, WeChat official account, they summarize and push articles to introduce hot words, hot stems and hot events of college students to teachers. The teaching assistant is responsible for consulting the teachers about the ideological and political education knowledge, combining with the students' hot words, and providing the students with the ideological and political education content that they like and are interested in. Students and teaching assistants collect and produce novel and ideological and political educational videos, music, articles and other content, which meet the needs of "post-00" college students and at the same time, imperceptibly enhance the effectiveness of ideological and political education.

The platform should cover hot words retrieval, hot news, party history education, ideological and political education discourse integration and other aspects, with a clear division of functions, and be in charge of different areas of the platform. Such as building a hot words and hot words platform for current politics, where regularly pushing the major events and hot words of the previous week every week. The collection, collation and production platform of the online expression pack is attached at the end of the hot words and hot articles, and is collated and integrated once a month. Collecting the content of the courses taught by the teachers in the month, and organizing the students to integrate the hot topics or hot words of current politics, and submitting them to the teachers for revision and push at the end of the month. Realize platform linkage, give full play to the role of internet platform transmission, and realize the goal of one platform joint operation and one purpose. Through the teacher-student discourse communication platform, the teacher-student ideological and political education discourse communication mechanism is constructed, so that teachers can understand the "post-00" college students' discourse style in time, students can adapt to the teacher's teaching style, and both sides can understand each other.

4.3.2 Innovate the form of platform performance and maintain it regularly in the background.

The platform should comprehensively use pictures, music and videos to carry out ideological and political education, learn from current popular software such as Tik Tok and Little Red Riding Book, and share information through short videos, which can not only quickly attract the attention of "post-00" college students, but also enable users to quickly grasp effective information in the fragmented time and imperceptibly receive education. At the same time, the content layout is optimized, and a simple, elegant and unique interface is adopted. For example, different colors can be adopted to mark different contents, key contents are highlighted, and small icons are adopted to enhance the vividness of the interface. Explore different contents, integrate with the characteristics of school, and enhance the affinity and appeal of the contents. A teacher-student interaction column will be set up. Students can ask questions and the teacher can answer them. At the same time, both sides can discuss a hot issue. Teachers and students can learn together. In addition, the platform should be regularly maintained and upgraded in the background to ensure long-term and stable operation of the platform and timely update in line with the times. The number of college students is increasing year by year, which requires the corresponding enhancement of the background data processing capability. This requires a stable platform to support. Colleges and universities should regularly arrange professional and technical personnel to repair the background, and integrate new technologies to promote the stable upgrade of the platform and continuously adapt to the development requirements of the times.

5. Conclusion

Discourse innovation of ideological and political education is of great significance. From the perspective of the function of discourse commitment, it is the key to "dialogue" rather than "monologue" among subjects in ideological and political education activities. From the perspective of value orientation contained in discourse research, it is the result of ideological and political education from "subject and object" to "inter-subject". Judging from the realistic function inspired by discourse, it is the requirement of ideological and political education from "theory" to "practice". In the micro-era environment, the level of network information is continuously improving, and college students' discourse styles and contents are becoming more diversified, showing the characteristics of multiple value orientations, flexible thinking, and habit of network communication. However, the traditional ideological and political education discourse in the micro-era of multiple values, facing the impact of uneven network information, due to its too strong theoretical characteristics, it is difficult for the ideological and political education confined to the classroom and teaching materials to play its maximum role. Therefore, ideological and political education discourse should strive to achieve the combination with excellent traditional culture, the docking of network hot spots with ideological and political education theory, the integration of ideological and political education

discourse with college students' discourse style, and the docking of ideological and political education theory with college students' actual psychological expectations. The discourse of ideological and political education should fall from "theory" to "practice" and change from teacher-led to two-way interaction between teachers and students, so as to truly solve the perplexity of college students with theory, protect the cultivation of socialist builders and successors, and realize the goal of cultivating morality and cultivating talents.

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