

Analysis of the Work of Hidden Ideological and Political Education in the Media Era

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Abstract: In today's self-media era, the obvious shortcomings of ideological and political education of college students, schools began to improve teaching methods, the use of self-media innovative teaching model. In order to make students establish correct ideological and political literacy during school, schools need to combine the characteristics of implicit ideological and political education in teaching to improve the effectiveness of teaching work. The effective use of self-media is challenging for the implicit ideological and political education of colleges and universities. This paper analyzes the characteristics of implicit ideological and political education in the media era, and discusses the influence of the development of self-media on the implicit ideological and political education in colleges and universities. Finally, from the aspects of improving the quality of teaching team, broadening educational channels and improving the effectiveness of education, this paper puts forward the effective way of developing the implicit ideological and political education work from the media era, so that colleges and universities can make good use of the media channels and train more high-quality talents.

1. Research Background

1.1 Literature review

The relationship between implicit ideological and political education work and self-media is very close, and the two influence each other. Schools can use self-media channels to increase the construction of campus culture, to understand the campus students' ideological dynamics. Since the media era, the ideological and political education work in colleges and universities is more effective and is an innovation of the interactive approach between teachers and students (Bu and Ku, 2017). Under the background of self-media age, the full utilization of the Internet brings opportunities and challenges to the implicit ideological and political education of colleges and universities. The influence of the media on the education of hidden thought has become the most important subject in ideological and political education at present. The rational use of self-media can greatly improve the effectiveness of ideological and political education (Zhao, 2014). Self-media plays an increasingly important role in our daily work and life. For ideological and political educators, in order to achieve work results in this context, we need to understand the relationship between the media and the hidden political education work, to clarify the role played by the media in this relationship, on this basis, in order to put forward a reliable response strategy to improve the effectiveness of ideological and political education (Qiao, 2015). The reform process of teaching in China is advancing step by step, and the teaching mode is constantly changing. The hidden ideological and political education in Chinese universities has received more attention from teaching workers. Self-media can better improve students' enthusiasm for learning, and it also has a positive effect on cultivating students' good character. Schools should pay attention to the improvement of teaching quality and encourage students to develop their own ideology (Qian, 2014). Hidden ideological and political education plays an important role in cultivating students' correct thought, and it is a supplement to the explicit ideological and political education of the general system. The arrival of "micro-era" has given educators a new direction and challenge to the innovation of the hidden ideological and political education working model (Dong, 2017).

1.2 Purpose of research

At present, implicit ideological and political education has become an important way of ideological and political education in colleges and universities, which is actually a supplement to traditional explicit education. Hidden ideological and political education enhances the active selectivity of college students to the educational model, which is welcomed by college students. Because this model to a certain extent broke through the traditional education of preaching, indoctrination teaching. However, since the media environment has also had some negative impact on the hidden political education work, since the rapid development of the media, with this channel to disseminate information more quickly, the dissemination of content is more intuitive, more open, the students' learning thinking and traditional learning methods have a greater impact. At the same time, students are vulnerable to some bad ideas in the society, if only rely on teachers to carry out ideological and political education work, it is difficult to meet the teaching needs of students, but also lead to some resistance, affecting students' later learning and self-development, is not conducive to the physical and mental health development of college students. Therefore, this paper is of great significance to the study of implicit ideological and political work in the media era.

2. The Characteristics of The Hidden Ideological and Political Education of College Students in the Media Environment

2.1 Self-media generation

Compared with traditional media, self-Media has obvious characteristics. The rapid development of the Internet makes the advantages of self-Media more prominent and has a good development prospect. Self-media has changed people's way of thinking, has also had a great impact on people's living habits, and has become an important force that can not be ignored in promoting social development. Since the interaction of self-Media is strong, people are no longer passive receivers of information in traditional media. In the age of self-media, people can publish information, receive information actively, and also pay attention to push information (Li, 2017). Self-media dissemination of information can break the time and space constraints, users can receive information in time, and users can quickly express multiple ideas through micro-mail, QQ or live broadcasting platform. These self-Media platforms are not only self-presentation platforms, but also more diversified information transmission, which can achieve a wide range of data sharing.

2.2 The Emergence and Development of Recessive Ideological and Political Education

Traditional ideological and political education is dominant education, which transfers knowledge through teachers in the classroom. Recessive education does not require a fixed teaching place and teaching time, and can break the objective time and space limitations (Wang, 2016). Recessive ideological and political education is carried out in a planned and purposeful way to promote the formation of ideological values and the improvement of Ideological and moral standards. This form of Ideological and political education mode has a great relationship with learning attitude, but to a large extent, it improves the teaching effect and has been widely concerned by schools. Although Recessive Ideological and political education in China has a long history, it still needs to be explored continuously. The implicit ideological and political education can integrate the teaching content and the scene, and is closely related to the actual life. The cases from life are abundant and diversified, and colleges and universities are currently carrying out teaching innovation, increasing more educational channels to mobilize students'enthusiasm. Improving the teaching methods of implicit ideological and political education enables students to participate more actively in teaching practice, enables students to establish correct values, and improves the effectiveness of education.

3. The Impact of the Development of Self-media on the Recessive Ideological and Political Education in Colleges and Universities

3.1 The application of self-Media technology makes the way of implicit ideological and political education in Colleges and universities more diversified

In traditional teaching, the school mainly promotes students'ideological and political education

by making teaching plans, learning system and spiritual construction. In the era of rapid development of self-media, schools have begun to teach through self-Media platforms such as micro-blog, micro-message, QQ and micro-video. The development and application of self-Media in teaching is very fast, which has penetrated into students' daily life and learning. Self-media has gradually become an important work position of Ideological and political education in Colleges and universities, and plays an important role in serving students and guiding students to learn. Self-media can guide college students through pictures and videos related to real life, and improve the interaction in the teaching process. Students can further understand and memorize the teaching content through practical cases, and their related theories and practical abilities will also be improved. Self-media is a diversified teaching method with strong openness and interaction, which broadens the way of implicit ideological and political education in schools. However, the openness of self-Media has increased the difficulty of supervision of teaching-related content in implicit ideological and political education. Some information is released in a barrier-free state, and there is no way to conduct the necessary audits, so once the information is sent, the information will quickly spread. The relevant auditing of information content can only be carried out after the release of information. Some backward, false and even illegal information will be disseminated to a certain extent, which may have a negative impact on the values of college students and make the ideological and political education lose its good role (Zhong, 2017).

3.2 Self-media technology improves the level of Recessive Ideological and political education in Colleges and Universities

In the era of media, the speed of transformation of traditional education has been accelerating, and educational resources have begun to be effectively allocated and shared. College students can acquire theoretical knowledge through explicit ideological and political education in schools and practical life education through implicit ideological and political education. The network media breaks through the space and time restrictions, making the teaching process more vivid, and at the same time in the teaching content has reached a relatively high level, this teaching method has been recognized by students. However, there are still some problems. The Recessive Ideological and political educators in schools are not familiar with the application of self-media, and in many cases lag behind the students. Therefore, in the process of popularizing self-Media teaching in schools, the requirements for ideological and political educators have been raised. Schools should pay attention to increasing the training of teachers' self-Media skills, and at the same time assess the mastery of teachers' skills.

3.3 The application of self-Media promotes the effectiveness of implicit ideological and political education in Colleges and Universities

Self-media provides students with abundant information. Students can improve their learning effect more quickly through self-Media learning. In the era of self-media, there is more space for students to communicate with each other, and it is more convenient for students to learn and communicate with each other. In the process of learning, students' initiative is constantly increasing, their ability of information collection and analysis has been improved, and they have also learned the learning methods of self-learning and summary. From the media teaching, let students further realize the importance of implicit ideological and political education. The combination of students' life practice and learning can quickly improve the effectiveness of implicit ideological and political education. There are abundant pictures, sounds and videos in self-Media teaching, and the teaching forms are of great attraction. However, in the era of information-intensive self-media, students do not have enough ability to distinguish false information. Students' self-discipline is not strong enough, and they are prone to over-reliance on self-media. The appearance of this phenomenon may lead to the imbalance of students' time management in life, gradually reduce the practice of campus activities, and lead to the separation from the actual life. In interpersonal communication, if students rely too much on network communication, they will not be able to adapt to the reality of communication, thus reducing face-to-face communication, which may lead to some students' personality isolation, leading to psychological illness. There are certain risks in

virtual environment communication. Some college students can not distinguish the truth from the falsity of network information, and may encounter network fraud, resulting in losses.

4. Effective Ways to Develop Recessive Ideological and Political Education in the Age of Self-media

4.1 Improving the Quality of Teaching Team

In the era of self-media, we can innovate the concept of education and reform the teaching methods so as to improve the effect of implicit ideological and political education for college students. Self-media technology can promote the diversified development of Ideological and political education mode, which is conducive to a richer connotation of education work, so that education affects students all the time, and constantly improve teaching mode and methods, so that students feel the charm and importance of implicit ideological and political education. Recessive ideological and political education combines educational content with life practice, so that students can better internalize knowledge. This kind of education mode produces better results and lasts longer. Therefore, strengthening teachers'self-Media application ability can enhance students' and teachers'attention to implicit ideological and political education. Schools can employ network experts to give lectures and training in related fields. Official public figures promote innovative ways of learning ideological and political education through self-media.

4.2 Widening Education Channels

In the era of self-media, schools can innovate the function of self-Media and use self-Media to build a platform for school education. The teaching content can be pushed through QQ, Weixin and Weibo in a wide range. Teachers should add life examples to the content of classroom education. This teaching mode can promote students'self-growth. Under this teaching mode, students actively link theory with real life, so as to facilitate students' understanding and memory of learning content. Students can build information exchange platform between groups, increase the exchange between students, but also can promote mutual assistance within the group of students, can cultivate students'collective awareness. Teachers can also provide psychological counseling, take the initiative to communicate with students, help students solve problems in their study and life, and promote the overall development of students'comprehensive quality.

4.3 Enhancing the Effectiveness of Education

A good educational environment can cultivate positive campus culture and enrich the connotation of campus culture. The age of self-Media has changed the way of thinking of students. This new learning and communication tool has been welcomed by students. Schools constantly use self-Media to innovate teaching mode. Self-media has a high utilization rate and good interaction in Colleges and universities, which can bring more interest to the teaching classroom. The application of self-Media in teaching classroom can fully mobilize students'learning enthusiasm. In the era of media, the content of network information is more and more complex, and negative information and materials are also widely disseminated, which has a negative impact on college students'thinking. Schools should pay attention to monitoring the content of information dissemination. New technologies can also be used to set up campus networks to prevent bad information from entering, so as to create an effective and good self-Media environment for students.

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