

Challenges and Countermeasures of Ideological Security of Foreign Language Majors in Colleges and Universities in the Age of Self-Media

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Abstract: In the age of self-media, the speed and breadth of information dissemination have increased dramatically, bringing unprecedented challenges to the ideological security of foreign language majors in colleges and universities. Due to their exposure to diverse cultures and languages, foreign language majors are easily influenced by different ideologies, leading to increased ideological pluralism and cognitive conflicts. In addition, the widespread dissemination of false information and bad ideologies on the self-media platform further threatens the stability of students' values. This paper analyzes the impact of the self-media era on the ideological security of foreign language majors in colleges and universities, discusses the main challenges faced by the field, and proposes countermeasures such as strengthening ideological and political education, enhancing information literacy, constructing a multilevel ideological education system, and strengthening the construction of the teaching team, in order to safeguard the ideological security of foreign language majors in colleges and universities.

1. Introduction

With the rapid development of Internet technology, self-media has become an important channel for information dissemination and has profoundly influenced all aspects of society[1]. The arrival of the self media era has not only changed the way people get information, but also put forward new challenges to the ideological education in colleges and universities. For foreign language majors in colleges and universities, students face a series of problems such as ideological diversity and cognitive conflicts due to long-term exposure to different languages and cultures, and the risk of ideological security is more prominent[2].

In this context, how the foreign language majors in colleges and universities can effectively deal with the ideological challenges brought by the self media has become an important topic to be solved urgently[3]. The purpose of this paper is to explore the current situation and problems of ideological security of foreign language majors in colleges and universities in the era of self-media, analyze the main challenges they face, and put forward corresponding countermeasures and suggestions[4]. Through these discussions, it is expected to provide useful ideas and practical guidance for the ideological education of foreign language majors in colleges and universities[5].

2. The Impact of the Self-Media Era on the Ideological Security of Foreign Language Majors in Colleges and Universities

In the age of self-media, the speed and breadth of information dissemination are unprecedented[6]. Due to the characteristics of their disciplines, students majoring in foreign languages are often exposed to diverse cultures and ideologies from different countries and regions[7]. This diversified source of information not only enriches students' knowledge, but also may lead to confusion in ideological cognition[8]. When facing different values, students are easily influenced by subtle influence, and then question and confuse the mainstream ideology, which brings new challenges to ideological education in colleges and universities.

Self-media platforms are full of mixed information content, including a large amount of unverified information and even false information[9]. While spreading rapidly, such information is often mixed

with bad ideologies and extreme remarks, which can easily have a negative impact on students' values. Especially in the learning process of foreign language majors, students are exposed to a wider range of external information, which makes them more susceptible to different ideologies and increases the difficulty of ideological security management in colleges and universities[10]. calculating the credibility of information based on multiple sources:

$$C = \frac{\sum_{i=1}^n w_i \cdot R_i}{\sum_{i=1}^n w_i} \quad (1)$$

The interactivity and anonymity of self-media platforms make students freer to express and be exposed to different opinions, but they are also therefore prone to ideological polarization. In the course of their studies, foreign language majors often communicate with the outside world through self-media, and are exposed to the cultural and political views of different countries. If they lack sufficient discernment, they may unintentionally subscribe to certain views that are contrary to the mainstream ideology, affecting their own ideological stability.

The arrival of the self-media era has also made the traditional way of ideological education face challenges. The teaching content of foreign language majors mainly focuses on language and culture, and ideological education is often weakened or neglected. However, in the self-media environment, students' ideology is more vulnerable to the impact of external factors, and it will be difficult for colleges and universities to ensure students' ideological security if they fail to effectively integrate ideological education. In this situation, ideological security problems are more likely to grow and spread among foreign language majors.

3. Major Challenges to Ideological Security of Foreign Language Majors in Colleges and Universities in the Age of Self-Media

In the era of self-media, the ideological security of foreign language majors in colleges and universities is facing many complex and severe challenges, mainly reflected in the cognitive conflicts caused by ideological pluralism, the dissemination of false information brought by the flood of information, and the collision of values under the fusion of language and culture. These challenges not only test the ideological education ability of colleges and universities, but also put forward new requirements for students' ideological stability and value formation.

3.1. Cognitive conflicts arising from ideological pluralism

The diversification of information dissemination channels in the age of self-media exposes foreign language majors to different ideas and opinions from all over the world. Although this diversity of ideas enriches students' knowledge structure, it also brings cognitive confusion. As these ideas often contradict each other, students are prone to cognitive conflicts in the process of absorbing and understanding, making it difficult for them to recognize what are the correct values. Such conflicts, if not effectively guided, may shake students' sense of identity with the mainstream ideology.

In the process of studying foreign languages, students are often exposed to cultural and political ideas that are different from their domestic ideologies. These concepts are widely spread through the self media, making students constantly exposed to ideas different from their own cultural background in their study and socialization. This cross-cultural collision exacerbates students' cognitive conflicts, especially in the absence of relevant background knowledge and critical thinking skills, students are easily confused by the apparent diversity, resulting in blurred and confused values.

Ideological pluralism also brings about cognitive differences between groups, which are particularly evident in foreign language majors in colleges and universities. Students from different backgrounds may have very different understandings and judgments of the same issue due to the differences in the content of ideas and personal experiences they are exposed to. Such differences are further revealed in the interactions and discussions on the self-media platform, which may even lead to ideological differences and conflicts among students, affecting campus harmony and the healthy development of academic discussions, assessing the impact of cultural exposure on value perception:

$$I = \frac{\sum_{j=1}^m E_j \cdot P_j}{\sum_{j=1}^m E_j} \quad (2)$$

The cognitive conflict triggered by ideological pluralism may also lead students to question or even resist the mainstream ideology. Since students majoring in foreign languages are often exposed to the ideas and cultures of the outside world during their studies, they are prone to compare and reflect on the mainstream ideology at home. If colleges and universities lack effective guidance and explanation in ideological education, such questioning may be transformed into resistance, further aggravating students' ideological confusion and affecting the formation of their correct values, showed in Figure 1 :

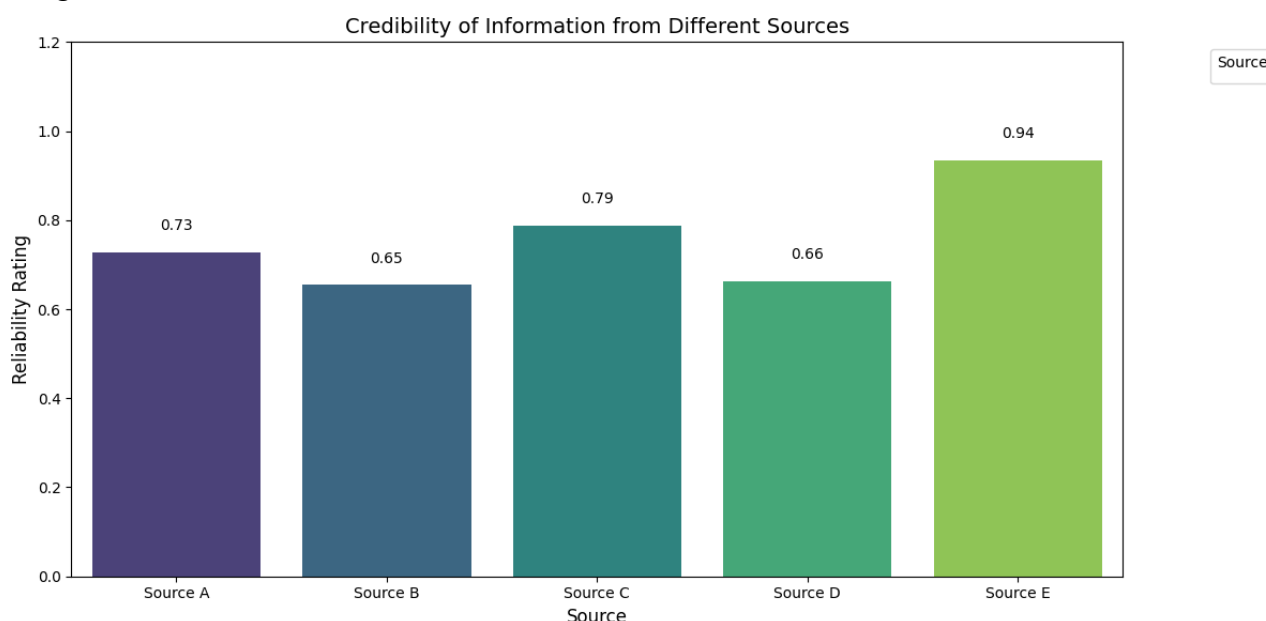


Figure 1 Credibility of Information from Different Sources

3.2. Dissemination of disinformation due to the flood of information

The speed and breadth of information dissemination in the age of self-media have increased unprecedentedly, but at the same time, it also brings the serious problem of information flooding. In the process of learning and socializing, foreign language majors need to be frequently exposed to information from different channels, among which there is no lack of unverified false information. This information usually appears in the form of news, comments or personal opinions, and is highly confusing. Since foreign language majors are accustomed to obtaining information in multiple languages and cultural backgrounds, they are more susceptible to the influence of false information, which in turn creates a false perception of the truth.

The widespread dissemination of false information not only affects students' correct perception of the outside world, but may also have far-reaching negative impacts on their ideology. Self-media platforms are full of all kinds of extreme remarks, wrong historical views and radical political views, which, if not clarified and corrected in a timely manner, may easily lead to students' ideological disorientation, and even extreme thoughts or behaviors in some cases. Especially in the learning process of foreign language majors, students may come into contact with more views that are different from the mainstream ideology in China due to the characteristics of their majors, thus further exacerbating this risk, showed in Figure 2:

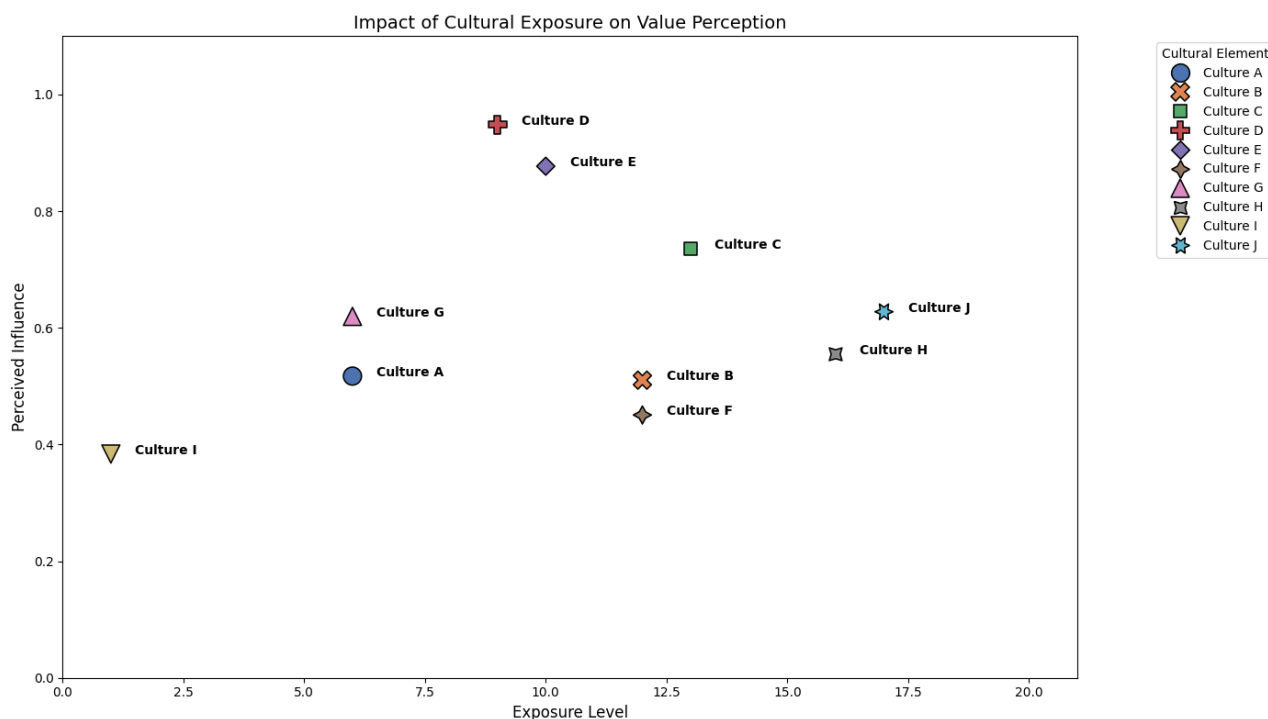


Figure 2 Impact of Cultural Exposure on Value Perception

False information on self-media often spreads rapidly through a complex algorithmic recommendation mechanism to expand its influence. This dissemination mechanism makes false information more insidious and influential, and students can easily accept such false information without realizing it if they lack sufficient discernment. Especially students majoring in foreign languages, who rely on informal channels such as self media to understand the outside world in the process of cross-cultural communication and learning, are more likely to fall into the trap of false information, which in turn affects the formation of their values and worldview.

The spread of false information not only affects individual students, but may also lead to broader social problems. For example, students majoring in foreign languages may spread or share unverified information through self-media, leading to the proliferation of misconceptions both on and off campus, which in turn may have a misleading impact on social opinion. If colleges and universities fail to effectively respond to this proliferation of false information, it will be difficult to safeguard ideological security on campus, and may even lead to a more complex crisis in social opinion. Therefore, strengthening information literacy education and the cultivation of critical thinking skills have become key measures to meet this challenge.

3.3. The clash of values in a linguistic and cultural mix

The arrival of the age of self-media has made global information exchange more frequent and convenient, and students majoring in foreign languages have thus come into deeper contact with the languages and cultures of different countries and regions. This language and culture blend provides students with a broad space for learning and thinking, but at the same time, it also brings about the collision and conflict of values. There are often significant differences in the values of different cultures, and students may feel the confusion brought by these differences in cross-cultural communication, or even shake their own values.

In the process of learning a foreign language, students will inevitably come into contact with ideas and social concepts that are very different from those of their native culture. For example, there are significant differences between the concepts of individualism, freedom and democracy in Western culture and the concepts of collectivism and social harmony in Eastern culture. These different values may trigger students to re-examine their own culture in the process of language learning and cultural understanding, and may even produce a crisis of cultural identity. Students who lack sufficient critical thinking and cultural sensitivity in the face of these value conflicts may fall into the dilemma of losing

their values or blindly identifying with foreign cultures.

The intermingling of language and culture not only affects students' personal values, but may also have a profound impact on their social behavior and interpersonal relationships. When foreign language majors come into contact with and absorb foreign cultures, they may inadvertently incorporate the values of these cultures into their own behavior and social circles. This phenomenon is especially significant in multicultural environments, which may lead to conflicts between students' behaviors on and off campus and mainstream social values, thus affecting their social integration and the harmony of interpersonal interactions. In the long run, this clash of values may further exacerbate cultural conflict and polarization in society.

The collision of values also poses new challenges to ideological education in colleges and universities. Due to the special characteristics of their disciplines, students majoring in foreign languages are exposed to more diversified cultural information in the context of globalization, and are prone to form independent thinking patterns and value judgments. If the ideological education in colleges and universities fails to effectively guide these students to correctly understand and integrate the values in different cultures, it may lead to ideological differences among the students and even resistance to the mainstream ideology in some cases. Therefore, colleges and universities need to help students build a stable and correct value system in the context of globalization by strengthening the education of cultural understanding and the correct guidance of multiple values.

4. Countermeasures to Address the Challenges of Ideological Security for Foreign Language Majors in Colleges and Universities in the Age of Self-Media

In dealing with the challenge of ideological security of foreign language majors in colleges and universities in the era of self-media, strengthening ideological and political education is the first task. Colleges and universities should integrate ideological education into the foreign language curriculum system, and by combining language learning with ideological and political content, help students form correct values and worldviews while receiving foreign language education. For example, relevant ideological topics can be added to foreign language teaching to guide students to have in-depth discussions and enhance their ideological and political literacy. Through systematic ideological and political education, students are better able to identify and resist the influence of bad ideologies and maintain the stability of their thoughts.

Enhancing information literacy and critical thinking skills is the key to meeting the challenge of disinformation brought about by the flood of information. Colleges and universities should carry out targeted information literacy training to help students master the methods of information retrieval and verification and improve their ability to judge the authenticity of information. Specific measures include setting up information literacy courses, organizing relevant lectures and seminars, as well as improving students' critical thinking skills through practical exercises. Through these measures, students will be able to analyze information more rationally and objectively in the face of the flood of information, and reduce the impact of false information on their thoughts and values.

The construction of a multi-level ideological education system can effectively deal with the collision of values under the language and culture mingling. Colleges and universities should design a comprehensive education system that includes classroom teaching, extracurricular activities and campus culture construction to help students form stable values in a multicultural environment. Specific measures include setting up cross-cultural exchange programs, organizing theme lectures and cultural salons, and creating a healthy cultural atmosphere on campus. Through these multi-level educational tools, students can better understand and integrate values from different cultures, thus maintaining their identification with and respect for the mainstream ideology in the context of globalization.

Strengthening the construction and training of teachers is also an important strategy for addressing the challenges of ideological security. Colleges and universities should conduct regular teacher training to enhance teachers' professionalism and competence in ideological education. The training should cover ideological security, cross-cultural education methods and information literacy to ensure that teachers can effectively guide students to correctly deal with conflicts of ideas and information.

In addition, teachers are encouraged to actively communicate with students both inside and outside the classroom, to understand and solve the problems they encounter in ideology, and to help students establish a sound ideology and value system.

5. Conclusion

The arrival of the self media era has brought unprecedented changes to information dissemination, and at the same time, it has also posed new challenges to the ideological security of foreign language majors in colleges and universities. Cognitive conflicts triggered by ideological pluralism, dissemination of false information brought about by the flood of information, and collision of values under the intermingling of languages and cultures have all had a significant impact on the ideological stability and value formation of students. In the face of these challenges, colleges and universities must take effective countermeasures to ensure the effectiveness of ideological education and the ideological security of students.

Strengthening ideological and political education will help embed correct value guidance in foreign language courses and help students maintain their intellectual stability in a multicultural environment. Enhancing students' information literacy and critical thinking skills will enable them to respond effectively to the challenge of false information and equip them with the ability to recognize the authenticity of information. Constructing a multi-level ideological education system will help students form healthy values in language and cultural interactions, thus reducing the confusion caused by value collisions. By strengthening the construction of the teaching team and enhancing the professional competence of teachers in ideological education, students can be provided with more powerful ideological guidance and support.

Facing the ideological security challenges brought by the era of self-media, colleges and universities need to comprehensively apply a variety of countermeasures to ensure the systematic and effective ideological education. Only through sustained efforts and scientific management can colleges and universities cultivate foreign language majors with firm values and global perspectives in the complex media environment and provide a solid ideological foundation for their growth and the development of society.

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