

Research on the Characteristics and Optimization Paths of the Acceptance Process of Ideological and Political Education from the Perspective of New Media

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Abstract: New media technology has reshaped the dissemination ecosystem of educational information, resulting in new characteristics of the acceptance process of ideological and political education, such as actively constructed acceptance methods and increasingly intelligent acceptance media. Therefore, it is necessary to make full use of the characteristics of ideological and political education acceptance in the new media environment to make new changes. By enhancing the media application capabilities of ideological and political educators and optimizing intelligent media acceptance scenarios, we can promote the deep integration of traditional advantages of ideological and political work with information technology, effectively enhancing the contemporaneity and attractiveness of ideological and political education.

Key words: New media; Acceptance of ideological and political education; Characteristics; Optimized paths

1. Introduction

As an emerging media form, new media has broken the spatial and temporal barriers and communication barriers of traditional information dissemination with its characteristics of digitalization, decentralization, and immediacy, establishing an open and shared information reception model and pushing society into a new normal of “mediated existence”. In the new media environment, the information acquisition habits, value judgment logic, and content acceptance preferences of the audience are gradually changing, and the original acceptance mechanism faces many new challenges and opportunities. Therefore, following the mainstream trend of the times, deeply analyzing the core characteristics of the acceptance process of ideological and political education from the perspective of new media, and exploring targeted optimization paths have important practical significance for improving the acceptance quality of educatees and consolidating the discourse power of mainstream ideology.

1. Characteristics of the acceptance process of ideological and political education from the perspective of new media

1.1 Acceptance method: transitioning from passive education to active exploration

In the traditional ideological and political education model, the recipient often occupies the position of an information receiving terminal. Educators unilaterally output content through channels such as classroom lectures and theoretical readings, while the recipient’s role is primarily focused on “listening, memorizing, and obeying,” lacking the ability to independently choose and provide feedback on the educational content. However, in the new media environment, with the aid of vast information resources and diversified communication channels, educatees can break through the

limitations of classrooms and textbooks. Based on their own cognitive needs and interest preferences, they actively retrieve, filter, and integrate relevant ideological and political information, independently deciding on the content, timing, and pace of acceptance. The personalized aspect of the acceptance process is becoming increasingly prominent. Secondly, the audience is not only a content receiver but also a content disseminator and re-creator. They participate in content dissemination through expressing opinions, secondary creation, topic participation, and other means, forming bidirectional or even multidirectional ideological exchanges with educators and other audiences. They independently build social networks and customize personalized service content. This interactive acceptance can deepen the audience's understanding of the content, promote the gradual formation of value consensus through dialogue and exchange, and establish a virtuous cycle of bidirectional interaction between the "educational subject and receiving subject."

1.2 Media Form: Transitioning from Traditional Carriers to Intelligent Fusion

The medium of ideological and political education serves as the core intermediary connecting the educational subject, the educatee, and the educational content. In the traditional ideological and political education system, the educational medium primarily consists of tangible and singular carriers, such as textbooks, newspapers, and offline classrooms. The primary function of these media is information transmission, with relatively fixed scenarios and forms. The development of new media technology has driven the continuous iteration and upgrading of ideological and political education media, presenting a trend of multi-form integration and intelligent empowerment, thereby reconstructing the acceptance scenarios of ideological and political education. With the deep integration of technologies such as artificial intelligence, big data, and cloud computing with ideological and political work, the application of technologies like virtual reality (VR), augmented reality (AR), and 3D imaging enables the construction of immersive learning scenarios, achieving the tangible reproduction of historical events. This allows the recipients to perceive the revolutionary spirit and value connotations immersively, effectively enhancing the appeal and immersion of education, and making the acceptance medium of ideological and political education "come alive." Furthermore, intelligent media also possess data collection and analysis capabilities, enabling real-time tracking of the recipients' learning progress and feedback. This provides a basis for educators to optimize content and adjust strategies, achieving dynamic and precise ideological and political education.

2. Optimization Paths for the Acceptance Process of Ideological and Political Education from the Perspective of New Media

2.1 Enhance educators' media application skills and strengthen the foundation of educating students

Firstly, strengthen the application ability of media technology. Ideological and political educators should deeply understand the operational logic of technologies such as algorithm recommendation, grasp the rules of new media information dissemination, and be able to optimize content dissemination strategies with the help of technological tools. This will enhance the exposure and dissemination power of mainstream value content, breaking the "information cocoon" of the audience. Secondly, educators should understand the media usage preferences and acceptance psychology of contemporary college students, actively extract ideological and political education content from the new media environment that not only meets the needs of promoting socialist core values but is also beneficial for college students to accept. They should be adept at utilizing vivid and impactful online symbols such as videos, pictures, emojis, and internet slang in new media platforms, integrating them appropriately into ideological and political education content to enhance its affinity and appeal, and promote college students' understanding and recognition of the educational content. Finally, establish a mindset of targeted and precise education. In the new media environment, the characteristics of audience segmentation are prominent. Students of different educational stages and cognitive levels have significant differences in information demands and acceptance habits, and homogenized content supply is prone to supply-demand mismatch. Educators should base their education on the group characteristics of students, design

the depth and presentation form of content in a targeted manner, match the communication tone of the corresponding platform, promote precise reach of ideological and political content, fit the acceptance pace of different students, and effectively enhance the internalization effectiveness of mainstream values.

2.2 Optimize the intelligent media reception scenario and activate the educational effectiveness

Facing the trend of media development towards intelligent integration, it is necessary to innovate the application methods of ideological and political education acceptance media, construct a media system that adapts to the acceptance habits of educatees, and enhance the dissemination power while solidifying the foundation of mainstream values. On the one hand, we should leverage the interactive attributes of new media to create acceptance scenarios for deep audience participation. By setting up hot topics, conducting topic discussions, and soliciting original works, we can guide audiences from being “passive recipients” to “active builders,” deepening their understanding and recognition of mainstream values through participation and interaction. For example, by creating a “micro-ideology” column on short video platforms, we can transform theoretical points into visual content that aligns with the cognitive habits of young audiences. Developing interactive ideological and political education apps, in the form of scenario simulations and knowledge competitions, allows audiences to understand the connotation and value of policies through immersive experiences. On the other hand, with the emergence of intelligent media technologies such as virtual reality and holographic projection, ideological and political education can rely on new media innovation technologies to guide educatees in obtaining immersive experiences in virtual and real interactive scenarios, enhancing the attractiveness of the classroom. For example, regarding the historical event of “the forced capture of the Luding Bridge,” VR can be used to construct a realistic scene of the Battle of Luding Bridge in 1935, allowing students to wear equipment and immerse themselves on the banks of the Dadu River, experiencing the dangers and bravery of the Red Army soldiers’ charge. Transforming textual descriptions into three-dimensional survival experiences allows students to understand that the forced capture of the Luding Bridge is not only a miracle in military history but also a symbol of the spiritual awakening of the Chinese nation in times of crisis, guiding young people to inherit the red gene through immersive perception, making technology an important bond for the intergenerational transmission of revolutionary will, and promoting the intergenerational spread of revolutionary spirit.

Conclusion

As a new form of communication born out of social development, new media has not only reshaped the way of social production and life but also driven profound changes in the acceptance process of ideological and political education. In the face of this development trend, ideological and political education in the new era needs to actively adapt to the laws of media development, accurately grasp the changes in the acceptance logic of the audience, take the improvement of educators’ media literacy as the core focus, and rely on the innovative application of media carriers as an important support. It is necessary to continuously optimize all aspects of the acceptance process and promote the deep progression of ideological and political education from sensory reach to ideological identification.

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