

Four Dimensions of the Construction of Discourse Expression System of Ideological and Political Education from the Perspective of New Media

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Abstract: The emergence of new media not only changes people’s cognitive style and communication mode, but also brings challenges to the traditional discourse of ideological and political education. To reconstruct the discourse expression system of ideological and political education and consolidate the discourse power of ideological and political education from four dimensions—the application of discourse symbols of ideological and political education, the production of discourse meaning, the way of discourse narration and the transformation of discourse paradigm, has become the key to the development of ideological and political education.

Keywords: New Media; Ideological and Political Education; Discourse Expression System; Four Dimensions

At present, the popularization and application of new media has not only enriched the discourse expression symbols and means of ideological and political education, but also brought new challenges and requirements for its construction. However, the discourse expression of ideological and political education is not only the expression of the meaning of a single sentence, but also involves the use of discourse symbols in ideological and political education, the production of discourse meaning, the way of discourse narration, and the transformation of discourse paradigms.

1. The use of symbols: discipline and performance

1.1 The use of network pictograms: visualization and emotionalization

From the perspective of new media, the visual features of the symbol world optimize the visual symbols, making them more popular among the teaching objects of ideological and political education. These pictographic symbols, as typical representatives of visual cultural symbols, not only caters to the user’s pursuit of romantic pictogram expression, but also meets the communication needs between the subjects of ideological and political education discourse with vivid image expression and direct emotional expression.

1.2 The use of onomatopoeia symbols on the Internet: gamification and de-authorization

The visual characteristics of new media symbols are not only reflected in the frequent use of pictographic symbols, but also in the extensive use of onomatopoeia symbols. However, most of these onomatopoeic symbols are based on the “second-hand” sounds of phonetic symbols not on the “first-handed” sound of what the symbol refers to. In this context,

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the discourse expression of ideological and political education should keep pace with the times, discard the superior image, and use onomatopoeia symbols to express content as much as possible to avoid becoming the object of banter and ridicule.

1.3 Metaphors and metonymy of internet symbols: visualization and a sense of humor

The innovation of metaphor and metonymy in discourse expression makes language very visual. As a cognitive means and way of thinking, metaphors are everywhere in network symbols. The extensive use of metaphor and metonymy in the discourse expression of ideological and political education has made the discourse symbols of ideological and political education vivid and attractive under the perspective of new media.

2. Meaning production: encoding and decoding

2.1 Dominance of hegemonic decoding methods

In the context of new media, it is a typical case that the dominant meaning of the discourse of ideological and political education is completely consistent with the personal views of the decoder. As the dominant discourse decoding method of ideological and political education, the hegemonic decoding method requires ideological and political educators to master the psychology of identity of the decoder, give the decoder more speech rights, allow them to speak freely, fully understand and readily accept the connotative meaning in the discourse to obtain meaning from the discourse, and guides one's living practice based on the value orientation, ideology, and other factors in it.

2.2 Guidance of coordinated decoding methods

In the context of new media, a coordinated decoding method usually manifests itself in that new media users partially agree with the meaning of the text implanted by ideological and political educators, but also retain some differences. At the same time, new meanings are implanted in the text to enable new coders to be able to produce. The coordinated decoding method makes the discourse meaning of ideological and political education continuously amplified and enriched in a snowballing manner, and presents the characteristics of complex and multiple meanings. It can be seen that a "polysemous text" will continue to take on a new look. Therefore, for those who are in a coordinated position to decode the discourse of ideological and political education, we should give them reasonable guidance, allowing the existence of polysemous discourses rather than plural discourses, and at the same time lead the polysemous discourses to unity and bring the marginal discourses to the mainstream.

2.3 Guidance of adversarial decoding methods

Although the discourse object of ideological and political education as the decoder is clear about the coding intention of the sender of the ideological and political education discourse, it deliberately chooses the opposite decoding position. It is worth noting that fierce speech or swearing is opposition, and spoofing or simply being silent as a diver is also a unique opposition in the new media perspective. This kind of decoding position is obviously contrary to the original intention of coding. The recognition of this kind of interpretation will cause people to fall into the quagmire of three wrong views. For those who are in the opposing position of ideological and political education decoding, we should classify and determine their ideological issues and negotiate in discourse.

3. Narrative method: grand narration and life narration

3.1 The individualization of the subject of narration

New media users are different from the audiences in the traditional media era. The audience is usually assumed to be a unified whole without individuality, while new media users are composed of independent social individuals. Each social individual will adopt his own decoding strategies based on his class, standpoint, and personality to form different meaning constructions. Therefore, the narrative of ideological and political education discourse under the new media perspective must start with the individual's interest and motivation, respect each individual's subjective feelings, respect each individual's objective practice, and use the individual's life story and life feelings and life encounters to resolve the dilemma of the grand narrative alienated life.

3.2 Diversification of narrative perspectives

At present, the penetration of individual discourse in the field of new media public opinion into social and public affairs is exponentially increasing, and it resonates with the power source of the real public opinion field. It has become the dominant form of discourse with the vane significance and the co-existence of multiple values. With the help of new media thinking, the individualization of narrative perspectives inevitably requires diversification of narrative perspectives to meet the actual needs of self-centered communication models and large-scale communication individuals. Therefore, the narrative perspective of ideological and political education discourse in the context of new media should

be consistent with the actual, concrete “person” perspective.

3.3 Storytelling narrative techniques

The storytelling narrative techniques is to narrate in the form of a story. It is “the whole experience presented by the narrative text... consisting of elements such as the character, event, environment, and taking the character behavior chain as the core”, and its essence is a kind of situational thinking not only contains a clear theme of the story, but also contains significant ideological and political education functions. Nowadays, new media with fragmented communication and fast-food consumption as the main characteristics and expressions have given specific functions to story narration, enabling it to quickly capture the attention of ideological and political education objects, thereby making thinking in the new media perspective of political education discourse expression is more pragmatic and effective than the traditional ideological and political education system in interpreting advanced theories.

4. Paradigm shift: from a bird’s-eye view to a head-up view

4.1 The conversion of textual discourse to life discourse

Life discourse is the discourse that comes from daily life and is used in daily life. It is close to life, close to the masses, easy to be understood, and is convenient for people to use rationally, and communicate effectively. In the context of new media, the elevation of subject consciousness and the promotion of discourse personality have gradually alienated text discourse from people’s daily life and state of mind, leading to the increasingly prominent contradiction between theory and practice. The essence of the conversion of ideological and political education text discourse to life discourse is to combine the grand narrative of the theory with the specific experience of the individual.

4.2 Conversion of traditional discourse to modern discourse

The traditional discourse paradigm of ideological and political education usually takes marxist classic discourse as the core, focusing on demonstrating the legitimacy of ideology and the necessity of value identification. From the perspective of new media, the coexistence of discourse forms and the changes of new words constantly squeeze the traditional discourse space of ideological and political education, making the conversion of traditional discourse to modern discourse a necessity. It can be said that the absorption and application of the discourse of ideological and political education in the discourse with distinctive characteristics of the times from the perspective of the new media is a useful attempt for the discourse of ideological and political education to uphold the essence of the traditional spirit, reflect the requirements of the times, and embody the characteristics of the times.

4.3 The conversion of individual monologues to subject dialogue

The establishment of the logic of “subject dialogue” is based on the value presupposition of subject equality, and the technical nature and communication characteristics of new media are perfect interpretations of subject equality. From the perspective of new media, the discourse subjects of ideological and political education can conduct discourse exchanges or ideological games through forums and post bars; They can also use private instant chat tools to connect and switch the conversation. It can be seen that the empowerment of the discourse of new media breaks the existing power relationship among the discourse subjects of ideological and political education, and makes the paradigm of equal, pluralistic and interactive subject dialogue inevitable.

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