

## Reflections on Media Problems of Ideological and Political Education in Higher Vocational College Students

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### Abstract

With the rapid development of the computer industry, electronic computers have been widely used in information management, text processing, assisted design, aided teaching and people's daily lives. Students' ideological and political education of higher vocational colleges in China is gradually showing the characteristics of the media. Although the media trend in ideological and political education has become assistance in helping change the traditional teaching model and conforms to contemporary requirements, problems also gradually appeared in today's media-oriented of ideological and political education for higher vocational college students. Based upon the above background, this research discusses the problems existing in media-oriented of ideological and political education for higher vocational college students, and puts forward pointed countermeasures.

**Key words:** Higher vocational college; Ideological and political education; Media-oriented

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### INTRODUCTION

With the gradually increasing scale of network schools in recent years, using computers to achieve network guidance, teaching and management has become the norm in order to be adapted to the information age (Chen & Jiang, 2014). Ideological and political education in Chinese higher vocational colleges is also showing the characteristics of the media. Multimedia applications can be thought guidance, political education and management, in order to efficiently and accurately complete the whole process of teaching and management. Based on the above understanding, this research has collected relevant information and data, access to the relevant literature on ideological and political educational media problems. The research has found the existence of certain deficiencies and shortcomings. In order, to solve the problems, and fully achieve ideological and political teaching and management advantages by means of media, research puts forward some countermeasures and suggestions.

### 1. THE BASIC CONTENT OF MEDIA-ORIENTED IDEOLOGICAL AND POLITICAL EDUCATION FOR STUDENTS IN HIGHER VOCATIONAL COLLEGES

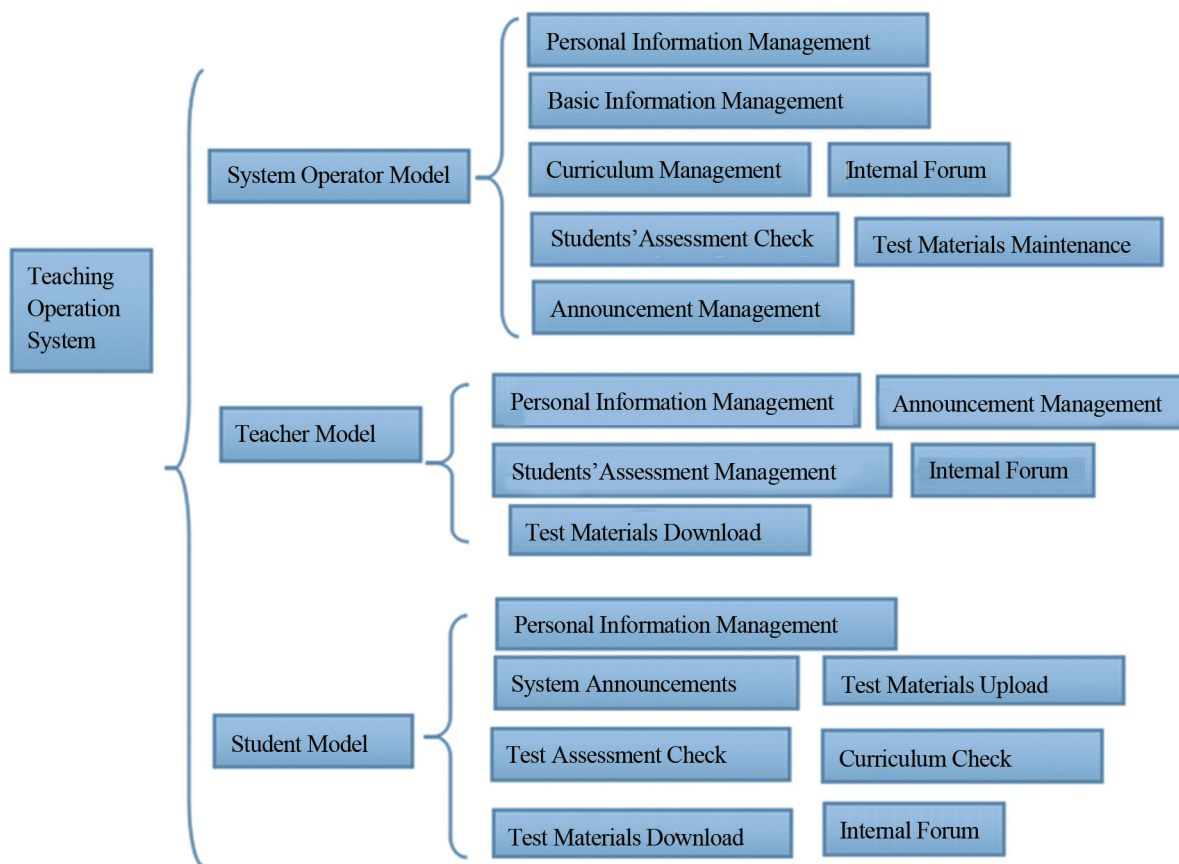
At present, the content of media-oriented ideological and political education for students in higher vocational colleges is bountiful and complex. This paper mainly focuses on three aspects: the daily use of auxiliary network teaching management system, the wide use of multimedia teaching tools and the use of auxiliary network virtual community.

#### 1.1 The Daily Use of Auxiliary Network Teaching Management System

Auxiliary network teaching management system has become the basic media carrier and has been widely

used in many colleges and universities in China. The development and completion of the ideological and political education work in higher vocational colleges are also dependent on auxiliary network teaching management system. Regardless of the fact that auxiliary network teaching management system is a process of converting the software requirements into a software system presentation. Through the analysis and research of the target system and on the basis of the comprehensive analysis and investigation, this research

has designed the overall planning of the auxiliary network teaching management system, which is the important foundation of the overall system development. At present, higher vocational colleges in China can realize the everyday use of the auxiliary network teaching management system. System design includes the overall system design, detailed system design, system database design, system development tools, development technology and development model, etc.. As is shown in Figure 1.



**Figure 1**  
**Auxiliary Network Teaching Management System Function Models**

### 1.2 Extensive Use of Multimedia Teaching Tools

Multimedia Teaching is also known as Computer Assisted Instruction, i.e. CAI. Multimedia Teaching refers to modern teaching media which is different from traditional teaching methods. Multimedia Teaching is characterized by the use of multimedia computer technology, including using video and audio input and output devices to optimize modernization teaching effect. Multimedia teaching tools consist of teaching efficiency tools, information access tools, scene creation tools, collaborative communication tools, knowledge visualization tools and teaching evaluation tools. The

common multimedia teaching tools in the classrooms of higher vocational colleges in China are slide shows. At present, multimedia teaching tools has been widely used in theory teaching classes in Chinese higher vocational colleges. On one hand, teachers have got used to using multimedia tools for teaching preparation and teaching presentation. On the other hand, students have also become accustomed to multimedia classroom teaching. Especially for the ideological and political courses in higher vocational education, multimedia teaching tools can help students to remember and understand, so as to improve the efficiency of classroom learning.

### **1.3 Assisted Use of Network Virtual Community**

Internet virtual community is defined as a modern communication path to communicate, share knowledge and experience through the Internet, which is an early definition by Rheingole. At present, with the development of modern information technology, network virtual community has become familiar to the public, especially for groups of students in higher vocational colleges. Network virtual community has become a daily necessity for higher vocational college students. Therefore, higher vocational colleges in China have also combined Ideological and political education with network virtual community to learn ideological and political dynamics and psychological characteristics of higher vocational college students, so as to assist in the processing of ideological and political education, which is also a major feature of the current ideological and political education work in china.

## **2. PROBLEMS OF IDEOLOGICAL AND POLITICAL PORK IN HIGHER VOCATIONAL COLLEGE STUDENTS**

### **2.1 Problems in the Use of Auxiliary Network Teaching Management System of Ideological and Political Education**

First of all, the use and maintenance of auxiliary network teaching management systems of ideological and political education consumes a large amount of funds. Chinese higher vocational colleges need to purchase facilities with information processing functions, with supporting application platforms. System developing also requires money to invite professionals to complete. The cost of the software development process is high. In addition, systems' daily maintenance costs are also quite high. Secondly, a lot of ideological and political education systems for higher vocational colleges have poor social feasibility. Social feasibility of teaching management systems can be analyzed from two aspects: legal factors and user feasibility. In order to save money, many auxiliary networks teaching management systems of ideological and political education in higher vocational colleges are not developed according to the actual situation of school development. The software design of systems is not completed under independent environment, instead, mainly through copying other software products. As a result, problems often appear in the process of using the systems. For example, a vocational college student tries to participate in the evaluation process of ideological and political education course, when he has not yet submitted the evaluation results, the web page directly jump to white pages, and the following repeated attempts prove to be invalid. This shows that auxiliary network teaching management systems of ideological and political education have poor social feasibility.

Due to lack timely maintenance and poor maintenance effects, students' online information operations are often delayed, which affect students' ideological and political education learning effect (Su & Chen, 2013). Finally, the expansiveness of auxiliary network teaching management systems of ideological and political education is poor. If the purchased systems have passed the maintenance periods, new funds need to be invested in order to upgrade the system or buy a new system.

### **2.2 Problems in the Use of Multimedia Teaching Tools of Ideological and Political Education**

The use of multimedia teaching tools of ideological and political education in higher vocational colleges is a hot issue in the research. Related survey shows that, with modern information technology application, higher vocational colleges in China have basically realized multimedia teaching, and full coverage of the multimedia aided teaching equipment has successfully realized. Investigation of ideological and political theory classes in higher vocational colleges presents that teachers of ideological and political education in higher vocational colleges have been accustomed to using multimedia teaching tools in assisting teaching (Xiao, 2012). Using multimedia tools can not only save preparation time, reduce teachers' workload, and can also give convenient knowledge presentation and explanation for students to easily understand and remember. However, although the use of multimedia teaching tools in ideological and political education has certain advantages, but the problems can not be ignored. The first problem is the problem of teachers. The specific teaching performance of relying on multimedia tools has freed a lot of higher vocational college teachers from their heavy workload. While ideological and political education is entirely dependent on PPT teaching courseware, textbooks have become display. However, multimedia resources are unevenly mixed with good and bad ones. Many teachers do not take teaching resources selection seriously, so students are exposed to poor or extreme ideological and political teaching resources. Some teachers completely change theoretical course of ideological and political education into a film course, as each ideological and political education class is completed by students' watching movies. The other aspect is of students' perspective. Many vocational college students have lost interest in multimedia teaching, and grow tired of the teacher's demonstration and explanation. Owing to poor classroom interaction, teachers hardly ask students questions. Many students often drift away in the ideological and political theory classes, and gain nothing from the classes.

### **2.3 Problems in the Use of Internet Virtual Community for Ideological and Political Education**

The use of Internet Virtual community for ideological and political education in Chinese higher vocational colleges

includes micro-blog, Tencent QQ, WeChat, Post Bar and e-mail etc.. The construction of a variety of Internet virtual communities of ideological and political education in higher vocational colleges has effectively optimized the teaching effect. However, it is found that the use of Internet Virtual community for ideological and political education in Chinese higher vocational colleges is still not perfect. First of all, the universe using rate of Internet virtual communities of ideological and political education in higher vocational colleges is low. Many ideological and political teachers in vocational colleges have not joined in the process of using the network virtual communities to understand students' ideological trends, and to carry out targeted education. One reason is that ideological and political education teachers in higher vocational colleges are quite busy, and could only place their major focus on political theory classes. On the other hand, ideological and political theory teachers have not realized the importance of using Internet virtual communities to find out students' thoughts and psychological dynamic tendencies. Some teachers have already known the importance, but made no attempt to widely use them. Secondly, paths of using Internet virtual communities in higher vocational colleges have not been diversified, as many higher vocational teachers only use emails to communicate with students, and haven't tried to use other Internet virtual community approach.

### **3. COUNTERMEASURES TO THE PROBLEMS OF IDEOLOGICAL AND POLITICAL WORK FOR HIGHER VOCATIONAL COLLEGE STUDENTS**

#### **3.1 Countermeasures to Problems in the Use of Auxiliary Network Teaching Management System of Ideological and Political Education**

Funds need to be saved while the operation of the system cannot be hindered. Higher vocational colleges can design and develop their hometown ideological and political education supporting network management systems. For convenience of maintenance, the design and implementation should comply with certain principles. The main design principles are: simplicity, pertinence, applicability and progressiveness. Among them, simplicity refers to designing systems easy to understand and quick to operate with guaranteeing the realization of basic functions, which is not only important for a system, but also convenient to be used by ideological and political teachers and students (Chen, 2004). Pertinence refers to design according to the requirements of education through networks, which are professional guidance and requirements oriented. Applicability means that ideological and political networking and mentoring needs to be able to construct on an actual basis. Progressiveness

is that systems can adopt widely used system development technologies and databases, such as JSP technology. SQL Server2000 to expand the advanced scalability. In this way, when the path, direction and demand of ideological and political teaching changes in higher vocational colleges, auxiliary network teaching management systems of ideological and political education need to be delicately adjusted, re-investment of human and material resources can be saved, management work can be easy to complete.

#### **3.2 Countermeasures to Problems in the Use of Multimedia Teaching Tools of Ideological and Political Education**

In order to solve the problems in the use of multimedia teaching tools of Ideological and political education, we can start from two aspects: teachers and students. First of all, teachers need to adjust their attitude towards the teaching of ideological and political theory, and to recognize the importance of ideological and political theory courses for vocational college students and social development. Only after a clear understanding, could they correct their teaching attitude. Teachers need to correctly understand the auxiliary significance of multimedia teaching tools, and to realize that the use of multimedia teaching tools cannot completely replace traditional theory teaching, to learn the advantages of Multimedia Assisted Instruction in teaching, and to play adequate auxiliary roles of multimedia teaching tools in classroom teaching process. Therefore, teachers of ideological and political theory courses in higher vocational colleges need to do active preparations before classes. The PPT preparations must meet the demands of the times and the students' interest. In order to verify the effectiveness of PPT presentation, teachers can take the experimental teaching methods to verify the effectiveness. If the effect is not good, the PPT slides need to be timely replaced. In addition, in the use of multimedia tools for ideological and political theory classes, teachers can not be merely PPT explanation machines. Classroom interaction needs to be increased, and students' active participation needs to be guided (Ji, 2013). Secondly, students also need to correct their ideological and political theory course learning attitude, and actively participate in multimedia teaching courseware lecture, communication and production. Students can setup groups before ideological and political classes to design PPT slides. After teachers-centered teaching, students can do the presentation, which can not only deepen their understanding of Ideological and political knowledge, but can exercise their speech ability.

#### **3.3 Countermeasures to Problems in the Use of Internet Virtual Community for Ideological and Political Education**

In order to solve the problems of using virtual communities in the ideological and political education network by teachers, some countermeasures can be taken from the following aspects. First, teachers need

to understand the significance of using network virtual communities for understanding students' Ideological and political ideas, values, dynamics and psychological behavior characteristics. With the anonymity and virtual characteristics of Internet virtual communities, students can open their hearts to express, which can improve the authenticity of the information collection and optimize education effectiveness of Ideological and political education in higher vocational colleges. After ideological and political teachers in higher vocational colleges have been cognizant of the significance, they can effectively play subjective initiative, seek a variety of channels, expand using ideological and political education in Internet virtual communities, and build up equal communication platforms with the students in the network world. For example, in addition to using e-mail to communicate with students, ideological and political teachers in higher vocational colleges can establish QQ groups and let the students to join in the groups. After successfully join in the QQ groups, students are not required to rewrite their real names. If teachers want to learn a problem, they can release questionnaires or directly publish problems in the groups. On condition of anonymity, students will give real and effective answers to teachers' questions.

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## CONCLUSION

With the development of information technology and the progress of the society, media developing trend of ideological and political work for higher vocational college students still has a long way to go. Higher vocational college teachers should consider deeply about

the problems, or put the problems as important research topics. Starting from multi angles, teacher should think deeply enough to find the problems, identify coping strategies, solve media problems existing in ideological and political education, and promote overall development of ideological and political education in higher vocational colleges.

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