
**A STUDY ON MARXISM DISSEMINATION IN CHINESE COLLEGES AND
UNIVERSITIES IN THE NEW ERA**

Xinchen Shen

Master, School of Architecture Civil Engineering, Yancheng Institute of Technology, Jiangsu, China

<https://doi.org/10.54922/IJEHSS.2022.0449>

ABSTRACT

In the new era of China, the communication modality has undergone great changes. Therefore, the dissemination of Marxism in colleges and universities must adapt to the requirements of the new period. In fact, the channels of ideological and political education have shifted to some extent from the traditional dissemination of teachers' lectures and textbooks to the modern one of media convergence such as fast news and short videos.

Key Words: New Era; Marxism Dissemination; Colleges and Universities.

1. INTRODUCTION

In in the new era of China, how to seize the commanding heights of Marxist ideology , help young college students establish a correct outlook on life, world view and values, arm their minds with Marxist scientific truth, and consciously undertake the great task of national rejuvenation is an arduous mission of the times.

2. SITUATION OF MARXISM DISSEMINATION IN COLLEGES AND UNIVERSITIES

It is very important to fix the first button of your clothes well. Chinese President Xi Jinping has repeatedly used the metaphor of “the first button” to describe the importance of guiding young students of their philosophy of life. As the soul of the core socialist value, Marxist world outlook and methodology, as well as a series of positions, views and methods, are worthy of serious consideration and profound grasp by college students.

However, the rapid development of Internet We Media has greatly affected the spread of Marxism in colleges and universities. Diversified communication subjects such as Internet celebrities and grassroots, through their personalized expressions, are deconstructing the central discourse system dominated by elites. Compared with rational, serious and systematic discourse used in Marxist education, college students prefer to use online language to understand and express political thought, so that more discourses of life, entertainment and micro enter the classroom, causing an impact on mainstream ideology. If Marxist ideas fail to gain the approval of non-governmental communication subjects in the process of dissemination, their influence in colleges and universities will be greatly weakened.

At the same time, some interest groups with ulterior motives often use the method of implicit communication to wrongly summarize social events as institutional problems and to quietly spread their thoughts, such as neoliberalism, historical nihilism, egoism, etc., whose real purpose is inciting netizens' emotions to attack the government. Young students, on the other hand, are at

their most active age and are more likely to be seduced and used by hostile forces to publish statements that are unfavorable to the country and bring adverse effects to the society.

3. PROBLEMS OF MARXISM DISSEMINATION IN COLLEGES AND UNIVERSITIES

The new era is an era of rapid development of network technology. President Xi points out that the mobile Internet is characterized by its “increasingly diverse audience needs, stronger sense of participation, and more and more diverse ideologies”. Therefore, in the face of the ever-changing network thought, colleges and universities need to adjust their past dissemination methods and balance well between the dissemination of Marxist discourse and the needs of young students.

3.1 Relatively Backward Teaching Materials

The traditional dissemination of Marxism in colleges and universities is by means of teachers interpretation of ideological and political textbooks in the classroom, which is a process of transformation from the textbook system to the teaching system. The quality of teaching materials plays a crucial role in the ideological education of college students. It should not only cover the basic principles of Marxism in a solid and reliable manner, but also closely integrate with the great practice of socialism with Chinese characteristics, and conform to the laws of ideology, teaching and that of student growth.

Generally speaking, the ideological and political textbooks used in China's colleges and universities implement the Marxist stand, viewpoint and methodology, adhere to and develop the theory of socialism with Chinese characteristics, and effectively promote the teaching achievements of Marxism. However, in terms of the quality of teaching materials, there is still a lot of room for improvement.

At present, there are only 80 kinds of key textbooks for Marxist theoretical research and construction projects under the auspices and publication of the Ministry of Education. The pertinence and suitability of the teaching materials are not strong enough to meet the requirements of different school stages and different types of talent training. And even a few teaching materials with vague political positions and backward knowledge structures are still in use. Secondly, there is little innovation in the basic research supporting the compilation of textbooks, which reflects that China's innovation ability in basic theory is seriously lagging behind and cannot explain the problems emerging in the real society with the times. Once the hot issues that students are concerned about cannot be scientifically explained from the teaching materials and lectures, the study of Marxism will become a mere formality, and the implementation effect of ideological and political education will naturally be affected.

3.2 Relatively Backward Teaching Concepts

With the in-depth development of economic globalization, China's economic development has made great progress, and its comprehensive national strength has ranked second in the world. However, the problem of economic transformation brought about by rapid economic growth has gradually emerged. The social livelihood incidents caused by the epidemic should not be underestimated. In the critical period of economic and social development, how to apply the basic ideas of Marxism to analyze and dissect the changing practical problems is the key content of contemporary ideological and political classrooms of colleges and universities.

Compared with network language, the innovation frequency of ideological and political theory discourse system is slow, which is difficult to interpret hot spots in time, but is easy to be explained by the Internet in the “expression vacuum period” when events are fresh, resulting in the deconstruction of Marxist ideological discourse system. At the same time, classroom teaching in China has long been characterized by “dogmatic” teaching models. Unilateral teaching of outdated cases often occurs. There is also a lack of positive interaction and value exchange with students, and the “indoctrination” of ideological education has little effect.

3.3 Relatively Lack of the New Media

With the continuous development of information technology, the dissemination of Marxism in colleges and universities has undergone great changes. First of all, the form of dissemination has expanded from classroom to playground, outdoor and online. Secondly, the media of dissemination have also moved from books, handouts, etc. to fast news, short videos, etc.; Finally, the tools of dissemination have also changed from classroom projectors to various types of new media such as portals, search engines, WeChat, Weibo, Tiktok and touch-screen tablets. It can be seen that knowledge dissemination in the information age has the characteristics of “breaking up the whole into parts”, “simplifying the complexity”, and “speeding up the slow”.

However, the ideological and political communication in colleges and universities has not effectively occupied the network position when the network platform is flooded with vulgar short videos. The reason is that the profound and complex theoretical system with redundant content cannot be effectively spread in a short time, and cannot adapt to the modern people's reading features of fragmented reading time and high reading efficiency. Therefore, the audience cannot be attracted at the first time when reading reports or watching videos, resulting in the waste of ideological propaganda resources and the waste of news pages and video memory.

3.4 Relatively Lack of Multi-assessment

In the past, Marxism was usually disseminated in the form of general courses and textbooks in colleges and universities. The assessment method is mainly “silent examination”, that is, the student's performance is evaluated through a test paper. This is actually a continuation of test-oriented education. Students' learning process can be summarized as simple matching, opinions listing, and memory output, rather than thinking, analyzing and researching. Moreover, in the face of heavy study burden and increasingly intense employment pressure, students often neglect the study of ideological and political courses. In addition, teachers are not attentive enough in teaching content so that students' learning always has a great lag.

4. SOLUTION TO MARXISM DISSEMINATION IN COLLEGES AND UNIVERSITIES

4.1 Construction of the Teaching Material System

The basic task of the construction of the teaching material system is to promote the timely, accurate and comprehensive integration of the Party's theoretical innovation achievements into the teaching material of ideological and political courses, combine the advanced theory of Marxism with China's reality, and realize the transformation from the theoretical system to the teaching material system. How to interpret the connotation of Marxism in the new era in a multi-dimension and at various levels is the key to the ideological and political education of college students. The college textbooks so far have been revised four times in 2013, 2015, 2019 and 2021, and have timely

integrated the spirit of President Xi Jinping's latest speech, which have formed a theoretical system, serving well the education with high-quality teaching materials.

4.2 Concept to Keeps Pace with the Times

Marxism is closely linked to reality from which if it is divorced, it will lose its vitality and charm. The ideological dissemination of colleges and universities in the new era should not be limited to the well-known moral pacesetters and labor models, but should use a broader perspective and a more attentive attitude to dig out and discover the advanced cases in life. Starting from the familiar angle that people and students concern, spreading the advanced and profound theories of Marxism in a profound and concise way, and establishing an affinity atmosphere of “examples are all around” .

4.3 Trial of New Media

The wide spread of new media has led to a sharp increase in the amount of information in today's society. How to eliminate falsity in the massive information and seek common ground while reserving differences is a major issue in today's network communication. Taking short videos as an example, which maybe as short as a few seconds, but with its extremely eye-catching content and magical brainwashing music, can get a large number of likes and views, contrary to the case of a 1-hour documentary, which often goes unnoticed with very few browsers.

In the new era, the traditional dissemination of Marxism should change itself and keep pace with the times. Educators should master the means and laws of modern communication to popularize and highlight the wonderful and profound theory, to arouse the audience's interest as quick as possible.

4.4 Trial of a Multidimensional Assessment

In the past, Marxist ideas were usually disseminated in the form of general courses by textbooks in the classrooms. The common performance of students is to study and recite the knowledge in the text, and finally complete the course in the form of “dictation examination”, for this reason, the teaching effect is often unsatisfactory.

In order to better stimulate college students' interests in autonomous, self-confident learning and understanding, Marxist ideological education can draw on the organizational form of college league day activities, fully tap the imagination and creativity of contemporary college students in the form of outdoor activities, speech contests, classroom displays, etc.

5.CONCLUSION

In the new era, the dissemination of Marxism has been greatly different from the past in terms of its content, form, quality and frequency. The ideological and political education in colleges and universities must be firm in belief, keep pace with the times, and make full use of the Internet media so as create endless power and vitality.

REFERENCES

Fu, H. A. (2010). Promoting the teaching reform of ideological and political theory courses in colleges and universities with the reform of examination methods as the starting point. Journal of Liaoning University of Technology (Social Science Edition), 41 (04), 97-100.

- Huang, Q.Y. (2022). New features of campus social network communication and college students' ideological and political education. *Shanghai Journalism Review*, 42 (02), 97
- Li, J. H. (2022). Research on the strategies of Marxist discourse communication in colleges and universities in the media era. *Journalism Lover*, 24 (02), 88-90.
- Liu, Q. (2018). New media practice and the construction of ideological and political education communication system in colleges and universities. *Party Building and Ideological Education in Schools*, 44(20), 7-9.
- Pu, Q. P. (2020). Research on network communication characteristics and strategies of mainstream ideology in the mobile internet era. *Ideological and Theoretical Education*, 20 (08), 92-96.
- Wang, L. (2017). Ideological discourse power of colleges and universities. *Jiangsu Higher Education*, 58 (01), 56-59.
- Wu, Q. T. (2022). Innovative development of ideological and political course construction in schools since the 18th National Congress of the Communist Party of China. *Leading Journal of Ideological & Theoretical Education*, 28 (07), 77-87.
- Wu, X.Y. (2021). The construction of college teaching material system from the perspective of Marxism. *China University Teaching*, 37 (05), 92-96.
- Zhang, Z.Y.(2018). Research on discourse system innovation and communication of ideological and political theory course in colleges and universities. *Ideological and Political Education Research*, 34 (06), 72-75.