

Social-style Ideological and Political Education: An Effective Paradigm for Converged Media Ideological and Political Education Work (Postprint)

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Abstract

While the fifth medium furnishes integrated media ideological and political education work with a series of technical conditions, the tremendous transformations it engenders in communication paradigms, audience positioning, content modalities, and linguistic forms also pose significant challenges to such endeavors. Through systematic self-construction, social-style ideological and political education assimilates and integrates these transformations into its own paradigm characteristics, thereby effectively facilitating the fulfillment of the mission of integrated media ideological and political education.

Full Text

Social-Style Ideological and Political Education: An Effective Paradigm for Integrated Media-Based Ideological and Political Work

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Abstract: While the fifth medium provides a series of technical conditions for integrated media-based ideological and political work, the tremendous transformations it triggers in communication mode, audience status, content form, and language morphology also pose challenges to such work. Through a series of self-constructions, social-style ideological and political education absorbs and integrates these transformations into its own paradigm characteristics, thereby effectively facilitating the fulfillment of the mission of integrated media-based ideological and political education.

Keywords: fifth medium; integrated media ideological and political education; communication mode; communication carrier; social-style ideological and political education

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1. The Fifth Medium as a Catalyst for Integrated Media Ideological and Political Education

The fifth medium, also known as the mobile network medium or smartphone medium, is a personalized instant information transmission carrier that uses smartphones as audiovisual terminals and smartphone internet access as its platform. From a technical communication perspective, the fifth medium is a mass mobile communication platform that targets the general public, aims for directional dissemination, pursues timeliness as its effect, and employs interactivity as its application. From the audience perspective, the fifth medium exhibits characteristics such as instant information reception, fragmented information acquisition, explosive information dissemination, grassroots information content, and efficient time integration. These features distinguish it significantly from print media (first medium), audio media (second medium), video media (third medium), and internet media (fourth medium), thus earning it the designation of “fifth medium.”

The concept of integrated media ideological and political education represents an effort to transform ideological and political work in terms of speed, scope, and degree of interaction. If the advantage of mainstream media in ideological and political education lies in its content and conceptual strengths, thereby ensuring that messages are “correct and thorough,” then the mission of integrated media ideological and political education is to leverage the platform and dissemination advantages provided by the fifth medium to communicate in a down-to-earth manner—to “communicate well”—achieving timely diffusion, timely interaction, and timely communication, ultimately speaking directly to the hearts of the people. Only in this way can the value of being “correct and thorough” be maximized, ensuring that mainstream media continues to exert strong influence in the fifth medium era.

2. Challenges Facing Integrated Media Ideological and Political Education

While the fifth medium provides conditions for fulfilling the “1+1>2” mission of integrated media ideological and political education, it simultaneously poses challenges to this mission in four distinct aspects.

2.1 Transformation of Communication Mode

The communication modes of the first three media belong to one-to-many fan-shaped dissemination, the fourth medium features network-based dissemination, while the fifth medium demonstrates explosive fission-style propagation. According to Mark Poster's division of media communication into two eras, integrated media ideological and political education has bid farewell to the "broadcast mode of communication" and entered a typical "two-way decentralized communication" model [1].

2.2 Transformation of Audience Status

The transformation of communication patterns has led to a transformation in audience status. The audience's control over information has increased rapidly, and their discursive initiative has been greatly enhanced, resulting in less passive reception and more active acquisition, feedback, and dissemination. In fact, public posting and feedback on the fifth medium have become important sources of public opinion, significantly influencing the social agenda. This has continuously shortened the distance between communication subjects and audiences and equalized their status.

2.3 Transformation of Content Form

The transformation of audience status, combined with the five special characteristics of the fifth medium from the audience perspective (see Section 1), defines the content presentation forms of integrated media: First, textual expression must strive for brevity and conciseness, as "brief remarks" themselves are elements that increase click-through and read rates, which is advantageous for gaining a competitive edge in dissemination. Second, from the source of dissemination, the proportion of text should be reduced while substantially increasing multimedia formats such as images, videos, audio, and H5, replacing pure text-based communication with visual and even interactive content.

2.4 Transformation of Language Morphology

The three transformations mentioned above collectively trigger a transformation in language morphology. Decentralization highlights the audience's (netizens') right to expression and choice. Once using the fifth medium as a platform, all information seeking to be accepted, attracted, understood, and disseminated must pursue the rigid demand of being "well-liked by the audience." The "cautious narrative, serious preaching, and unidirectional value expression" [2] emphasized in the "broadcast mode of communication" will inevitably lead to audience loss due to taste mismatch. Only by valuing and employing internet language to increase the novelty, relevance, and interest value of information can effective integration with the public be achieved. Failure to effectively address these challenges will result in decreased click-through rates, read rates, viewing rates,

and listening rates due to weak appeal, leading to small dissemination circles and weak influence, ultimately making it difficult to fulfill the mission.

3. Social-Style Ideological and Political Education and Its Effective Implementation

Social-style ideological and political education is a paradigm based on the premise and foundation of equal relations between ideological and political communicators and recipients, characterized by two-way communication, and ultimately achieving expected behaviors (behavioral consistency) through trust, understanding, and recognition. It emphasizes human encounter and highlights a people-oriented concept. In the fifth medium era, the primary issue to confront is the equal relationship between communication subjects and receiving subjects, which becomes the fundamental reason for integrated media ideological and political education to evolve toward a social paradigm. The technical advantages of the fifth medium, such as two-way communication and multimedia presentation, become the core conditions for implementing social-style ideological and political education.

In the fifth medium era, to “communicate well” in integrated media ideological and political education means speaking to the hearts of the audience, prompting them to become not only listeners but also approvers, disseminators, and feedback providers. Clearly, this cannot be achieved through condescending, unidirectional, or detached communication. Social-style ideological and political education allows and even encourages audiences to express their views, opinions, and suggestions on their own clients. While communicating and hoping to be heard, communicators must also listen to, empathize with, and respond to the needs, psychology, and issues of the audience in terms of thinking, methods, and channels. Only in this way can trust be obtained, understanding enhanced, recognition achieved, and expectations ultimately fulfilled.

Effective practice of social-style ideological and political education requires efforts in three aspects.

3.1 Establishing Effective Feedback Mechanisms

It is necessary to ensure timely and comprehensive reception of audience information to adjust subsequent work promptly. Big data analysis should be utilized to grasp both macro-level public opinion and achieve stratification and refinement, thereby enabling targeted and precise understanding of audience cognition and identification in ideological and political communication, as well as their actual ideological dynamics regarding “confidence in the path, system, and theory.” Through diverse public opinion guidance and targeted public opinion deployment, and by conducting two-way feedback within specific topic contexts, communication effectiveness can be enhanced.

3.2 Meeting General Requirements of Integrated Media Development

First, follow the laws of information dissemination under integrated media conditions, achieve the transformation from a “subject-object” relationship to a “subject-subject” relationship, and establish equal and close relationships with “internet thinking.” Second, coordinate various internal platforms of integrated media to achieve complementary advantages and mutual enhancement between the seriousness and authority of mainstream media and the liveliness and richness of fifth medium client terminals. Third, reduce textual exposition and increase the volume of images, audio, and video, while focusing on innovation in content production, reducing reprinting, and measuring effectiveness through increased click-through rates. Fourth, build a “cross-boundary” and “all-capable” team where practitioners can not only switch freely between various editing methods such as text, images, and video but also adapt to the rapid development of information technology by continuously strengthening relevant skill learning to avoid “ability panic.”

3.3 Accommodating the Special Attributes of “Social”

Social interaction refers to the process and connection through which people interact with and influence each other during interactive contact [3]. In this process, people communicate and adjust with symbols as the medium to achieve mutual trust, understanding, recognition, and behavioral consistency. High-quality social interaction is the basic driving force for individual social development and helps build a stable and harmonious society through its bonding function. Social interaction essentially pursues equality and uses this as a prerequisite to promote mutual trust, understanding, recognition, and behavioral consistency.

First, adhere to equal discourse rights, making discourse content pursue hierarchy, specificity, vividness, and emotionality while achieving its purpose, to effectively fulfill the “revelation” function. Second, increase consideration of the audience subject dimension, recognize the audience’s “high degree of autonomy,” and accordingly deeply comprehend a series of new requirements for content providers in thinking, language, carriers, and methods brought about by decentralization. Third, adhere to a people-oriented approach by echoing the inner desires of the audience, meeting their practical needs, and answering their specific confusions, actively connecting with doubts, difficulties, and focal points in real life, and achieving “word-of-mouth” dissemination by exceeding audience expectations in products and services. Fourth, build functionally excellent Apps, enhance service functions to educate through assistance, enhance entertainment functions to educate through enjoyment, enhance interactive functions to educate through communication, and satisfy the audience’s psychological needs for social freedom and personalization through a buffet-style terminal interface.

References: [1] [US] Mark Poster, translated by Fan Jingye. The Second

Media Age [M]. Nanjing: Nanjing University Press, 2005 (16). [2] Zeng Nianchang. New Model of Commercial Patriotism [N]. Oriental Daily, 2009. [3] Liang Zhiqun. Social Psychology [M]. Beijing: China City Press, 2006(1).

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Note: Figure translations are in progress. See original paper for figures.

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