

Research on the Communication Power of Traditional Revolutionary Culture Network Ideological and Political Education in Private Colleges and Universities of Shaanxi Province

Yuqi Wu^{1,a,*}, Juewen Li^{2,b}

¹*School of Computing, Haojing College of Shaanxi University of Science & Technology, Xi'an, Shaanxi, 710000, China*

²*School of New Media Art, Xi'an Polytechnic University, Xi'an, Shaanxi, 710000, China*
^awyquvi@163.com, ^bljwgc0424@163.com

**Corresponding author*

Keywords: Traditional Revolutionary Culture, Ideological and Political Education, Democratic Education, Media Era

Abstract: Today, revolutionary culture is one of the three main sources of cultural confidence in China. Currently, universities across the country are actively building ideological and political education platforms, but they still face problems such as low integration of political new media platforms with ideological and political education, inadequate platform construction mechanisms, and insufficient content attractiveness. Based on the above issues, this article explored the dissemination power of traditional revolutionary culture ideological and political education in private universities in Shaanxi Province. Through a survey questionnaire, it was shown that about 40% of students were more concerned about current affairs, politics, social development, and ethnic group rejuvenation. From the three perspectives of autonomous education of college students, cooperative education of home and school, and optimization of university education system, we study and explore the way of combining culture and ideological and political education of college students, in order to improve the cultural connotation of ideological and political education of college students, make full use of the nurturing value of tea culture, and improve the level of ideological and political education of college students practically.

1. Introduction

Revolutionary culture is not only the theoretical basis of the socialist cultural system and value orientation with Chinese characteristics, but also the source of great national rejuvenation, and the spiritual pillar of the Chinese dream. Under the perspective of integrated media, colleges and universities promote the content of revolutionary culture education to keep pace with the times, and use new media technology to promote the improvement of the quality of the main body of communication. This article is aimed at private colleges and universities in Shaanxi Province, to investigate and analyze the communication power and influence of traditional revolutionary culture

network ideological education.

The article first explores the objective obstacles faced by the dissemination of ideological and political education for college students based on social networks, including information disorder and the phenomenon of information cocoons. Subsequently, the article focuses on the construction path of the "wisdom+ideological and political" education and communication system in universities. This section mainly includes precise positioning of ideological and political integration targets, coordinated promotion of smart ideological and political construction, building a new pattern of smart ideological and political education guided by education, and gathering intelligent forces to lead and promote coordination and linkage within and outside the school. Subsequently, the article proposes experimental preparation, including questionnaire design, reliability analysis, validity analysis, etc. Based on the experimental results, a complete discourse system is formed, which is explored and analyzed from theory to practice.

2. Related Works

Experts have long conducted specialized research on cultural ideological and political education. Bananuka T H synthesized research on civic education in western Uganda, focusing on exploring the background understanding of non-governmental organization partners and the reasons for individual participation in civic activities. He adopted critical research methods and various data collection methods, starting from the three themes of rationality, power dynamics, and common interests, to theoretically analyze the motivation of citizen participation, emphasizing the role of individual driving forces and social groups. Ultimately, it was pointed out that citizen participation is based on individual rationality, but is also influenced by specific contexts [1]. Using qualitative research methods, Widyatiningtyas R found that the government combines civic education with democracy education and works to foster democratic values [2]. Suastika I N focused on the correlation between social media content and civic education. He used qualitative research methods to explore strategic issues related to civic skills on social media, emphasizing its importance in civic education. Social media content is challenging, valuable, and interesting, making it attractive to students and helping to cultivate critical thinking and democratic consciousness [3].

Song L explored the elements and values of ideological and political education in the curriculum through professional knowledge and skills in order to achieve the integrated pedagogical goals of knowledge transfer, skill development and value shaping [4]. Zhu Z discussed the current situation and challenges of ideological and political education in universities in inheriting cultural heritage, including issues in content breadth, teacher awareness, and practical activities, and proposed innovative paths. These paths aim to provide theoretical guidance for educators to better inherit and promote cultural heritage [5]. Deng Y paid special attention to the value of red tourism for ideological and political education, taking Zhuhai as an example, and digging deeply into red tourism resources and combining them with ideological and political education [6].

Prayitno T aimed to develop a civic education curriculum based on Islam, promoting the improvement of moral standards. He conducted qualitative research and development in several high schools, exploring how ideological and moral curriculum design can inspire students to learn independently and inspire teachers to teach. The results indicated that although religious and moral values are still in their early stages, teachers provide spiritual support and need to improve their thinking and religious material abilities [7]. Syahputri N R analyzed the impact of digital technology mind maps on creative thinking abilities in ideological and political learning among vocational high school students in Class 10. He used quantitative methods and randomly sampled 477 students for pre-test and post test. The results showed that mind maps based on digital technology significantly improved students' creative thinking abilities and provided new media

choices for civic education learning [8]. Myoung E conducted a systematic review of research on international citizenship and civic education frameworks, investigated research trends in this field, and found that there are differences in research interests and quantity among countries, which may be related to cultural backgrounds [9]. Van V H focused on the current situation of traditional cultural education in Vietnamese universities, pointing out that ethnic traditional cultural education has long been neglected and there is a lack of cultural disciplines in the disciplinary system. He emphasized the importance of ethnic cultural education in universities and proposed content and solutions to improve its status [10].

Chen S focused on the phenomenon of the Chinese government's restoration of traditional cultural discourse in recent years, emphasizing the trend of political culture. He analyzed the cultural construction of Xi Jinping's political guiding ideology in textbooks and explored the impact of civic education under China's authoritarian system, placing it in the context of postmodern political "cultural shift" [11]. Yun G proposed an innovative ideological and political education platform based on deep learning, aimed at improving the limitations of multinational corporations in accessing teaching quality funds and transactions, and reducing social threats. He applied information supervision quality analysis to improve educational activities and teaching effectiveness, optimize brain plasticity, and enhance the performance of ideological and political education. Deep learning technology has achieved significant results in the evaluation of teaching quality, with overall excellent performance [12]. Liu X proposed an innovative behavior education model based on deep learning, aiming to enhance information exchange mechanisms, improve user interaction experiences, and enhance platform efficiency. By combining with knowledge network mechanisms, the probability of user feedback and task completion rate were strengthened, significantly improving the entire platform. The simulation analysis demonstrated the reliability and superiority of the framework [13]. Gao H W discussed the ideological and political work style of college students in the network environment from both theoretical and practical aspects [14].

Cheng P explored the teaching of ideological and political theory courses in the network environment from various perspectives such as teaching concept, teaching design, teaching process to evaluation mechanism [15]. The existing research on the dissemination power of traditional revolutionary culture ideological and political education in universities lacks systematicity, empirical data support, interdisciplinary research, practicality, and international comparison, resulting in a lack of depth and operability in the research results.

3. Methods

3.1 Objective Obstacles to the Dissemination of Ideological and Political Education and Political Education for College Students Based on Social Networks

Firstly, information disorder is a significant issue. On social networks, various positions, ideas, and interests are intertwined, including both real and beneficial information, as well as misleading, false, and harmful information. The decentralized dissemination characteristics of social networks enable the rapid generation and dissemination of information, but the lack of effective supervision leads to disorderly information dissemination. In addition, the dissolution of subject authority is also a challenge, as everyone can become the subject of information dissemination, weakening the central position of schools and teachers, thereby affecting the identification and acceptance of ideological and political education among college students [16].

Secondly, the phenomenon of information cocoons is becoming increasingly prominent on social networks. The big data algorithm recommendation technology enables precise information push targeting the audience's interests, but at the same time, it also exacerbates the existence of information silos. The hierarchical nature of social networks further exacerbates this phenomenon,

making information dissemination more limited. In this situation, college students are more likely to be exposed to content related to their own interests, but they are also more difficult to access diverse and high-quality ideological and political education information, leading to homogenization of information needs and weakening the dissemination effect of ideological and political education.

3.2 Construction Path of the "Wisdom+Ideological and Political" Education and Communication System in Universities

Universities and colleges can take advantages of modern network information technology, personalized, independent and thematic teaching, as well as the combination with e-learning, should be carried out, so as to improve students' initiative and motivation for knowledge learning. In addition, by utilizing teaching topics and micro lesson video formats to organically collaborate, the attractiveness and effectiveness of teaching content can be enhanced, and a high-quality teaching team can be established to enhance the practical and competent abilities of the teaching staff [17-18].

Secondly, relying on digital technology, the construction of smart ideological and political education in universities should be coordinated and promoted. The integration and sharing of internal and external resources are aimed at optimizing the allocation of educational resources and improving educational efficiency. On campus resources are digitized, and educational platforms open to the outside world are created. Resources are shared through cooperation with external institutions, and educational content and methods are expanded. By using social media and new media tools to enhance interactivity and real-time performance, the timeliness and reach rate of ideological and political education are improved. Teachers and students actively integrate into the new media environment, share knowledge and experience, and form an academic sharing atmosphere.

Finally, there is a need to gather intelligent forces to lead and promote coordination and linkage within and outside the school. Universities should establish a ideological and political education and political work center, organize a team of professional and intelligent ideological and political experts, and establish a sound system of rules and regulations to form a system with clear responsibilities. Meanwhile, a provincial school collaborative mechanism needs to be established, and a social linkage mechanism for docking and cooperation should be built, achieving a normalized guidance, communication, and coordination work system, and achieving special breakthroughs and comprehensive coverage.

4. Results and Discussion

4.1 Experimental Preparation

Table 1: Basic summary of validity analysis

Factor	Quantity
Cultural confidence conceptual awareness	10
Cultural confidence teaching content understanding	14
Strategies for enhancing cultural confidence through curriculum civics	13
Aggregation	37
Sample size for analysis	511

This study conducts a survey questionnaire on the ideological and political construction of university courses based on integrating Chinese culture and values and enhancing cultural confidence among 642 undergraduate students from 16 classes of A University, a private university

in Shaanxi Province. This survey is conducted using the Question Star platform and SPSS analysis.

This questionnaire survey consists of 37 questions designed, covering three dimensions: understanding of the concept of cultural confidence, understanding of cultural confidence teaching content, and strategies to enhance cultural confidence through the implementation of ideological and political education in the curriculum. According to Table 1, confirmatory factor analysis is conducted on a total of 3 factors and 37 analysis items in this study.

4.2 Experimental Results

Table 2: Awareness of ideological security among university teachers (full score: 6)

	Do you understand the issue of traditional culture and ideological security?	What do you think about strengthening ideological security in the teaching of revolutionary culture?
Professor	4.87±0.65	5.22±0.01
Associate Professor	4.06±0.8	5.02±0.65
Lecturer	3.95±1	4.41±0.84
Assistant Professor	4.47±1.08	4.37±0.62
Unrated	3.32±1.34	5.14±0.67
F	2.05	1.11
P	0.38	0.99

Table 2 shows the ideological security awareness status (mean, standard deviation, and P-value) of university teachers. According to the data provided by question 1 in Table 2, the majority of university teachers have a low level of understanding of cultural and ideological security issues (with scores below 5 for all professional titles). This indicates that most university teachers focus more on imparting language knowledge and cultivating language abilities during the teaching process, while ignoring the impact of ideology and values on students, and to some extent, ignoring the potential impact on the values and ideological consciousness of college students. Furthermore, from the data in question 2, it can be seen that university teachers attach considerable importance to ideological and security education (with scores above 4.35 for all professional titles and an average score of 5.22 for professors). This indicates that university teachers have to some extent recognized the potential impact of implicit culture and values on their values. Therefore, ideological security education should be strengthened in the teaching process.

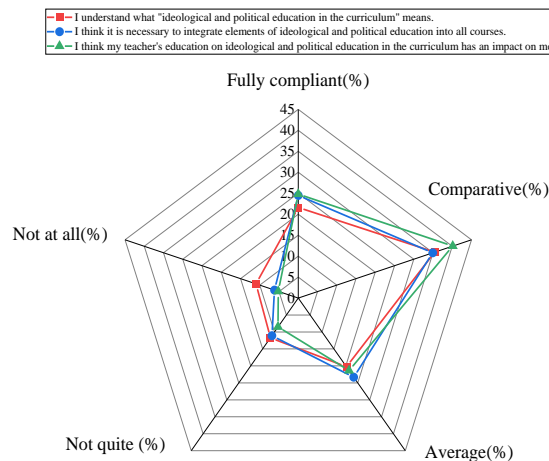


Figure 1: Student's cognitive situation of course ideology and politics

According to the students' feedback in Figure 1, most of them have a certain understanding of the ideological and political education curriculum. From the data in the graph, it can be seen that at least 50% of students have reached a level of conformity (the sum of complete conformity and relative conformity) in their responses to the three cognitive questions representing ideological and political education in the curriculum.

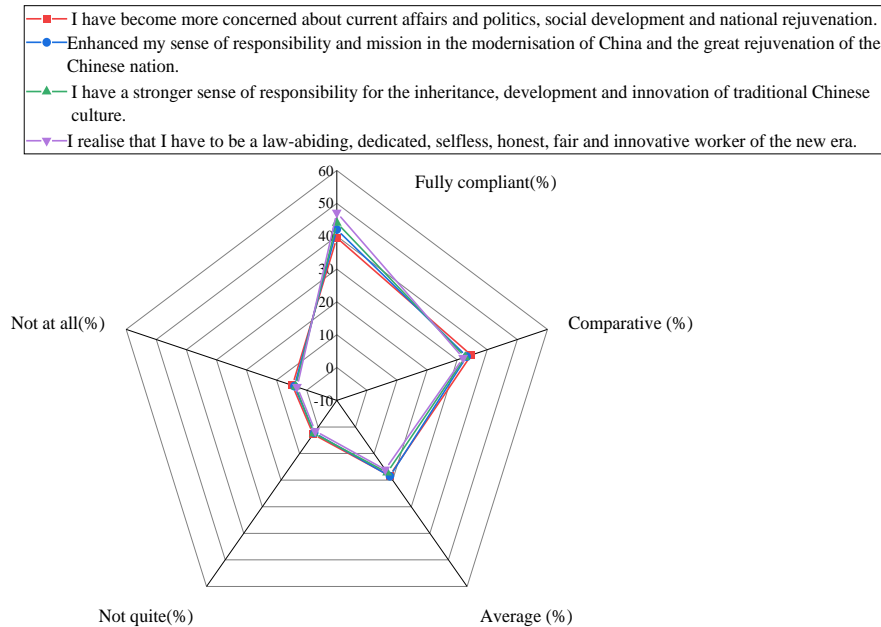


Figure 2: Changes in student concepts

In response to the change in student attitudes, four questions are set in the questionnaire: I have paid more attention to current affairs, politics, social development, and national rejuvenation; My sense of responsibility and mission in Chinese path to modernization and the great rejuvenation of the Chinese nation has been strengthened; I have a stronger sense of responsibility for inheriting, promoting, and innovating the development of traditional Chinese culture; I have realized that I want to be a new era worker who abides by laws and regulations, loves my job and dedication, selflessly contributes, is honest and trustworthy, handles affairs fairly, and innovates. From Figure 2, it can be seen that students have mostly reached a fully loaded level for the four questions in the questionnaire. The proportion of students who do not meet and completely do not meet the four questions shall not exceed 10%.

5. Conclusions

The empowerment of media practices by information technology has effectively promoted a two-way communication model based on a single electronic medium and, to a certain extent, the development of digital media. The emergence of digital media not only promotes the change of traditional teaching content, mode and teaching method, but also helps to transform the traditional teaching organization and achieve the ideal of "everyone can learn if they want to". This article analyzed the connotation of network communication, and studied the questionnaire of ideological and political dissemination power carried out by colleges and universities in Shaanxi Province by using SPSS software package. Private colleges and universities in Shaanxi Province should give full play to the dissemination power of traditional revolutionary culture in network ideological and political education, strengthen the relevant work, and constantly improve the effect and level of the dissemination power of traditional revolutionary culture network ideological and political education.

Acknowledgement

This work was supported by School of Computing, Haojing College of Shaanxi University of Science & Technology Counselor Research Project----2023DJ03.

References

- [1] Bananuka T H, Mugarra D. 'To engage or not to': translating civic education to civic engagement. *International Journal of Lifelong Education*, 2023, 42(1): 22-36.
- [2] Widyatiningtyas R, Andika A, Warlim W. The Indonesian Government's Efforts to Form Democratic Citizens through Democratic Education. *JED (Jurnal Etika Demokrasi)*, 2023, 8(1): 115-123.
- [3] Suastika I N, Suartama I K, Sanjaya D B. Urgency of Social Media-Based Civics Education Instruction in Higher Education. *World Journal on Educational Technology: Current Issues*, 2022, 14(3): 630-643.
- [4] Song L, Sun J. Design and Analysis of Civics Education in the Course "Measurement and Pricing of Installation Works". *Journal of Contemporary Educational Research*, 2023, 7(5): 39-44.
- [5] Zhu Z. The Innovative Path of Inheriting Cultural Heritage in Civic and Political Education in Colleges and Universities. *Contemporary Education and Teaching Research*, 2023, 4(10): 544-549.
- [6] Deng Y, Bowen Tan C F, Chen E. Study on the path of combining red tourism and civic education in the context of the construction of Guangdong-Hong Kong-Macao Greater Bay Area-A case study of the red tourism project in Zhuhai. *Academic Journal of Business & Management*, 2022, 4(18): 75-81.
- [7] Prayitno T, Mansyur A S, Hambali A. The Development of Islamic-Based Pancasila and Civic Education Curriculum at Junior High School: Research at Junior High Schools in Cluster 5 Bandung Regency. *Journal of Social Science*, 2022, 3(1): 183-197.
- [8] Syahputri N R, Murdiono M. The Impact of Digital-Based Mind Map on Creative Thinking Skills in Civic Education Learning. *JPI (Jurnal Pendidikan Indonesia)*, 2022, 11(1): 78-85.
- [9] Myoung E, Liou P Y. Systematic review of empirical studies on international large-scale assessments of civic and citizenship education. *Scandinavian Journal of Educational Research*, 2022, 66(7): 1269-1291.
- [10] Van V H. Education Patriotism from Education of Traditional Cultural Values. *Synesis (ISSN 1984-6754)*, 2022, 14(2): 119-134.
- [11] Chen S. The culturalisation of politics in contemporary Chinese citizenship education. *Comparative Education*, 2024, 60(1): 22-38.
- [12] Yun G, Ravi R V, Jumani A K. Analysis of the teaching quality on deep learning-based innovative ideological political education platform. *Progress in Artificial Intelligence*, 2023, 12(2): 175-186.
- [13] Liu X, Xiantong Z, Starkey H. Ideological and political education in Chinese Universities: structures and practices. *Asia Pacific Journal of Education*, 2023, 43(2): 586-598.
- [14] Gao H W. Innovation and development of ideological and political education in colleges and universities in the network era. *International Journal of Electrical Engineering & Education*, 2023, 60(2_suppl): 489-499.
- [15] Cheng P, Yang L, Niu T. On the ideological and political education of material specialty courses under the background of the internet. *Journal of Higher Education Research*, 2022, 3(1): 79-82.
- [16] Wu X. Research on the reform of ideological and political teaching evaluation method of college English course based on "online and offline" teaching. *Journal of Higher Education Research*, 2022, 3(1): 87-90.
- [17] Shu D. The relevance of "Red Culture" in contemporary China. *Open Journal of Social Sciences*, 2022, 10(4): 431-441.
- [18] Kang X, Nagasawa S. Integrating kansei engineering and interactive genetic algorithm in jiangxi red cultural and creative product design. *Journal of Intelligent & Fuzzy Systems*, 2023, 44(1): 647-660.