Wechat Positive Energy: the Application of Wechat Public Platform in College Ideological and Political Teaching

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Abstract. WeChat is one of the most important signs of the new media era; WeChat public platform is one of the most important carriers in the new era. It has set off a micro-revolution in the field of ideological and political teaching in colleges and universities. The WeChat public platform plays a huge role in online education, especially in ideological and political teaching. Through the practical application of WeChat public platform in ideological and political teaching, it promotes the organic integration of handheld classrooms and real classrooms, creating a new hybrid teaching situation; a brand-new teaching model and a new type of teacher-student relationship have been constructed; a new teaching evaluation mechanism has been formed, making the traditional advantages of ideological and political education highly integrated with information technology.

Keywords: Wechat Public Platform, Ideological and Political Teaching in Colleges and Universities, Online Education

Xi Jinping pointed out in the "National Conference on Ideological and Political Work in Colleges and Universities", "To do a good job in ideological and political work in colleges and universities, we must adapt to events, advance with the times, and be new to the situation. We must follow the laws of ideological and political work, follow the laws of teaching and educating, and follow the students The law of growth and the continuous improvement of work ability and level. We must make good use of the main channel of classroom teaching, insist on strengthening the ideological and political theory courses, enhance the affinity and pertinence of ideological and political education, and meet the needs and expectations of students’ growth and development. New media technologies make work alive, promote the integration of the traditional advantages of ideological and political work with information technology, and enhance the sense of the times and attractiveness." The core of ideological and political work in colleges and universities is the teaching of ideological and political theory courses, and classroom teaching should be used well To fight a tough battle to improve the quality and level of ideological and political courses, to make students feel full of gains under the background of the quality of ideological and political teaching, and to share the beneficial results of the "classroom revolution", it is necessary to highly integrate the traditional advantages of ideological and political teaching with information technology. Enhance the sense of the times and appeal.
WeChat is one of the most important signs of the new media era; WeChat public platform is one of the most important carriers in the new era. It is not only a refresh of the social model, but also a micro-revolution in various fields [1]. Among them, the rise of micro-classes and the use of the WeChat public platform have become an important support for ideological and political education in colleges and universities and for grasping the high ground of ideological and public opinion. Based on this, it is a general trend and imperative for the WeChat public platform to enter the ideological and political classrooms of colleges and universities to integrate online and offline teaching.

1. Challenges and Opportunities Faced by Ideological and Political Teaching in the Micro-Era

The teaching of ideological and political theory courses is the focus of ideological and political work in colleges and universities, and ideological and political teaching in colleges and universities is the core of the national ideological and political work. Traditional ideological and political teaching plays an irreplaceable role no matter in the past, present or future. However, with the rapid changes of the times and technology, ideological and political teaching should be adapted to events, progress with the times, and new in accordance with the situation. Especially under the challenges and impacts of new media technology, ideological and political teaching should keep pace with the times and reform. Seek progress in the process, strengthen in the revolution.

With the advent of the new media era, ideological and political teaching has been challenged unprecedentedly. The "cracking duck" teaching method can no longer meet the needs of the development of the times. It is necessary to integrate traditional advantages with new technologies to create a new future for ideological and political teaching. Mobile phones are the most important carrier in the era of new media. According to surveys, almost every college student currently has one. They are "indigenous people" in the Internet country. This undoubtedly brings many troubles and hidden dangers to ideological and political teaching. Therefore, students use the phrase "teacher's class quality determines the flow of mobile phones" to ironic the teaching class, so that many colleges and universities have adopted "mobile phone pocket" management measures to prevent the phenomenon of playing mobile phones in class, and they have repeatedly instilled "mobile phones are tools and tools". The concept of "not a toy" is used to persuade students, but the actual effect is not satisfactory.

In the era of WeChat, from the perspective of ideological and political teaching, for teachers, their role needs to be transformed from single to multiple. Teachers are not only evangelists, but also managers and service providers; teachers' lecture content and teaching cases We cannot stick to the rules and remain unchanged for decades, but need to be updated from time to time; teachers can no longer perform "one-man shows" in the classroom, but must pay attention to multilateral interaction; the traditional classroom with regular fixed points and quantitative teachers can no longer adapt to the development of education itself, but needs to go anytime and anywhere The shift of the mobile classroom with learning. As far as students are concerned, excessive networking and the proliferation of new media platforms have led to indulging in it. Most of the extracurricular time and energy of students are occupied, making them avoid the important and neglect the actual classroom teaching. What's more serious is that the mainstream values of teacher missions are misled and impacted by Internet information, which affects the formation of the "Three Views" of college students [2]. Moreover, frequent information explosions and fragmented reading make students at a loss in the face of key information screening, frustrating the formation of rational thinking.

Everything has two sides. Mobile phones have the attributes of toys and tools. While the WeChat public platform using mobile phones as the carrier brings huge challenges to traditional ideological and political teaching, it also brings unlimited development opportunities. Adhering to the advantages of traditional teaching and making full use of the network technology effect of the micro-public platform can not only refresh traditional classroom teaching, but also achieve the goal of ideological and political teaching. This is both practical and close to students' lives, and fundamentally reverses the embarrassing situation in real classroom teaching. It is precisely based on the attribute of the micro-public platform that since its launch, many colleges and universities have used it for ideological and political education propaganda, but most of them have positioned it as an information platform to
undertake the function of propaganda and education. It is rare to introduce it into ideological and political classroom teaching between teachers and students.

On the basis of the real classroom, the use of the micro-public platform to carry out ideological and political teaching can realize the innovation of teaching mode and teaching method, liberate the traditional classroom, achieve the organic integration of the handheld classroom and the real classroom, and create a new situation of mixed teaching. In compliance with the requirements of networked and informatized education development, novel, flexible, and colorful teaching methods are easily favored by students. The second has stimulated students' potential, awakened students' subjective consciousness and ability, and truly is student-oriented. Fully mobilize the enthusiasm of students to participate, not only can satisfy students' curiosity, conform to their habit of capturing information, but also realize the interaction between the subject, teacher, student, and student of ideological and political teaching. Three improve the accuracy of ideological and political education and teaching. The Wei Gong platform presents students' favorite teaching content in a one-to-many format, which is recognized by it, deepens the educational effect, and can also provide personalized teaching in one-to-one. Fourth, it improves the convenience of dissemination of ideological and political teaching content and the correctness of public opinion orientation. In an era where no one is everywhere and always on WeChat, teachers will publish mainstream ideological teaching content and related information through the WeChat platform as soon as possible, and they can push messages every 24 hours. The students who receive the news use the sharing mechanism of WeChat to make the dissemination of the news cyclically "fissionable", making the dissemination convenient and fast, and expanding the coverage. At the same time, it can quickly occupy the high ground of public opinion in front of public opinion and current affairs hotspots, and then achieve the purpose of promoting the "main theme" and guiding college students to establish correct ideological awareness.

2. The Practical Application of WeChat Public Platform in Ideological and Political Teaching

The WeChat public platform plays a huge role in ideological and political teaching. Its built-in personal information setting functions, social functions, management functions, and data statistics functions are embedded in real classroom teaching activities, so that mixed teaching can reach the relationship between teaching and learning, teachers and students in terms of time, space, subject, and task allocation. The multi-dimensional fit. Such as pre-class preview, classroom teaching, and after-class consolidation, the fit between the theoretical teaching in class and the solid foundation outside the class, the fit between the key communication in class and the latest news release after class, etc. The above-mentioned function and fit will be demonstrated in the specific practical application of ideological and political teaching through the micro-public platform.

The first is the registration and use of the WeChat public platform. Teachers use their computers to log in to the WeChat public platform with their own identity, apply for and create a personal official account, and set the name to "ideological and political teaching" or specific ideological and political courses [3]. After the registration is successful, let the students in the class studying the course pay attention to this official account. The official account platform can provide content sharing services such as information release, news push, graphics, text, video, and related links. Through the personal official account created by the teacher and the effective attention of each student, a small group of controllable virtual classrooms can be quickly formed after class.

The second is the teaching application of WeChat public platform. The real classroom and the virtual classroom are organically unified to achieve a two-pronged approach to form a synergistic effect inside and outside the classroom. The content to be explained and the spirit to be conveyed in the real classroom are released through the extracurricular public account platform to release relevant content supplementary materials, so that students can remember, understand and learn in class; preview, review and consolidate after class. Taking the teaching of Chapter 7 "Theory of Socialist Reform and Opening-up" in the "Mao General" class as an example, teachers use computers to edit, publish and share supplementary reading materials and uploads for the "Reform and Opening-up of Praise" in the form of text, pictures, and videos. Video material of "Follow the Reform". It not only
consolidates classroom knowledge, but also expands off-class knowledge. Every student user who has followed this official account can see the message sent by the teacher in WeChat, can make "one-to-one" reply and communication, and can share the content to the circle of friends. As a result, students' learning strength can be strengthened, and the scope of publicity of learning content can be broadened.

The third is to quantitatively evaluate the learning effect and interaction of students through the micro-public platform. Teachers can test the teaching effect of virtual classrooms through real classrooms. Teachers publish pictures, texts, videos and related links on the "Theory of Socialist Reform and Opening-up" on the micro-public platform [4]. The purpose is to enable students to effectively integrate knowledge after class. After the teacher pushes the message, students are required to make reading notes, write video reviews and prepare speech drafts after class. Any questions online can leave a message on the Wei Gong platform. The effect of integration can be effectively and quantitatively evaluated in real classrooms through the forms of student lectures, sharing experiences, teachers and students answering questions, etc., according to students' enthusiasm, answering situation, sharing content, and number of times on stage. At the same time, combined with the data analysis provided by the public platform, a systematic quantitative evaluation of students' micro-dynamics is carried out. In this way, the multilateral interaction of the two-way classroom has been realized to the maximum extent-teacher-student interaction, student-student interaction. Through quantitative evaluation and analysis, teachers can summarize more appropriate teaching and publicity content to create a more effective education and teaching model for the next classroom; students can sum up their experience and lessons and master more learning methods that are more suitable for them. Students who have performed well in class can post his speech and video on the public platform or share it in Moments, so that more students will be familiar with him and learn from him. The power of role models is infinite, which can not only stimulate students' enthusiasm for learning, but also attract more students to watch, like, comment, share and learn.

Finally, through the two-way interaction of the Wei Gong platform, teachers and students are closely integrated. In the process of two-way classroom and multilateral teaching, new requirements are put forward for teachers' specialized skills, and teachers implement comprehensive and effective control over students in teaching. In a traditional classroom, the teacher leaves after the lecture. The effect of the lecture is good or not, and the students do not understand it. It seems that it has little to do with the teacher. However, with the WeChat public platform, teachers have to perform their duties in class, and professors after class must also follow up when they urge and answer questions. In traditional teaching, teachers are only responsible for teaching; in the WeChat era, teachers can teach no time and place, and students thousands of miles away cannot escape the control of their hands. In the virtual classroom, the distance between teachers and students is infinitely shortened, and communication and meeting are just a matter of effort. If necessary, students' parents can be mobilized to pay attention to this official account and let them participate, forming a triangular management mechanism among teachers, schools and parents. On the one hand, while paying attention to the teaching information and content, parents should understand that the core task of students in school is learning; on the other hand, they can understand the responsibilities of teachers, so as to jointly promote the development of students in a good direction.

3. Based on the Effectiveness and Enlightenment of Wechat Public Platform in Ideological and Political Teaching

Through the specific application of the WeChat public platform in ideological and political education, the functional characteristics of the WeChat public platform are integrated with the traditional teaching advantages to form a new hybrid teaching model based on the WeChat public platform. After the initial teaching practice was carried out, certain teaching effects and enlightenment were obtained.

First, a brand-new teaching model has been constructed to promote teachers and students to comprehensively improve their abilities. It is a brand new attempt to carry out teaching with the help of the micro public platform. In the teaching concept of "student-centered and teacher-led", students
are very interested in this teaching method. Difficulties and perplexities in the classroom can be solved in time and carefully guided, during which the course content and related news are shared to create an environment in which teachers and students can effectively interact, discuss, and explore. In order to achieve a good learning atmosphere, teachers in charge of the micro-public platform should organize, classify and group the objects of interest, push the course content and materials in a targeted manner, and carry out practical teaching activities [5]. During the period, the students’ Dynamically fine-tune teaching content, progress and strategies. The implementation of the new teaching model has forced teachers and students to master micro-skills, thereby promoting their comprehensive improvement of information teaching capabilities [6].

Second, a new type of teacher-student relationship has been constructed to promote a new normal of teacher-student exchanges. The micro-public platform brings the distance between teachers and students infinitely closer, realizes the vision of teachers and students to communicate freely anytime, anywhere, and refreshes the traditional deadlock of teacher-student relations. On the one hand, teachers can take the initiative to communicate with students, understand students’ learning and living conditions movably, and guide them; students can also take the initiative to communicate with teachers, make suggestions to teachers, ask for questions and confess unhappiness, and get teachers’ guidance and help. Both parties have integrated into the study and life with equal attitude on the micro-public platform, making the teacher-student relationship more harmonious [7]. On the other hand, the extracurricular exchanges and intracurricular exchanges complement and coordinate each other to maximize the teaching effect. Extracurricular communication can effectively make up for the lack of in-class communication and break various limitations of intra-class communication. On the micro-public platform, students are allowed to preview, review and read related documents, so that the teaching content is more comprehensive, the teaching method is more flexible, the teaching purpose is more clear, and the normal state of learning in communication and communication in learning is formed.

Thirdly, a new teaching evaluation mechanism has been constructed to include under-class teaching in the scope of evaluation. Traditional classrooms only regard students’ in-class performance and teachers’ in-class teaching as the only criteria for teaching evaluation. This is neither objective and fair, but also makes the evaluation itself a decoration, and even loses its meaning. With the help of the micro-public platform, the performance of students in real classrooms and micro-classes should be comprehensively assessed [8]. In addition to classroom performance, it also depends on the state of mixed learning such as knowledge exchange, questioning, and keyword query on the micro-public platform for formative evaluation. In the same way, the evaluation of teachers’ teaching effects is no longer just based on students’ subjective feelings and random one-click evaluations, but the overall consideration of teachers’ classroom teaching effects, data analysis of the WeChat platform, and guidance of students’ conditions in class Comprehensive evaluation of teaching [9]. Strive to achieve the unity of subjective and objective, integrate the teaching effects and analysis data of the two courses, and achieve scientific evaluation of teaching.

Therefore, in the context of the new era, ideological and political teaching in colleges and universities should stimulate teachers’ subjective consciousness and enthusiasm for teaching through the new teaching method of micro-public platform, and encourage teachers and students to join hands in learning, sharing and interaction, and to combine the leading role of teachers [10]. Combining the main roles of students, under the guidance of teachers, guide students to give full play to the subjectivity of learning, sharing, and interaction on the micro-public platform, and better release the positive energy of micro-public platform to guide and teach college students to pursue truth, goodness and beauty, and undertake new missions.

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