Vol.1 No.5 2020
https://doi.org/10.37420/j.cer.2020.061

Coping Strategies for College Students' Ideological Risk Under the Background of Post COVID-19

Ren Li*
College of Marxism, Guangxi Art University, Guangxi, China
*Corresponding author, e-mail: 570910793@qq.com

Abstract: *During the outbreak of COVID-19, a lot of negative comments, rumors and other information emerged, which impacted college students' recognition of mainstream ideology, resulting in political identity risk, ideal and belief risk, social mentality risk. In the resumption of classes in the later stage of the epidemic, teachers can use advanced examples of anti-epidemic to deal with the ideological risks of college students from the following three aspects: setting up rational consciousness, leading by youth example, and communicating with different people. In order to build a comprehensive ideological risk prevention mechanism for college students, we should integrate the anti-epidemic spirit of diversified subjects, connect the anti-epidemic class with diversified means, extend the anti-epidemic experience from multiple perspectives, and strengthen the Epidemic line of defense with multi-dimensional management.*

Key words: *Post epidemic; College students; Ideological risk*

The sudden disaster of COVID-19 has not only seriously threatened the life safety and health of the Chinese people, but also brought a severe test of ideological. Relevant research shows that nationalism, populism, nihilism, liberalism, anti-intellectualism and other ideological trends emerged in the epidemic (Jia, Wang & Wang, 2020). All kinds of rumors and public opinions are intertwined and permeated, which is quickly magnified to the personal life field after the spread of new media, showing the characteristics of fragmentation and popularization, which directly threatens people's world outlook, outlook on life and values. Under the influence of the epidemic, colleges and universities across the country generally adopt the response mode of "stop classes and non-stop teaching". However, due to the postponement of the school term, large-scale online teaching is not only easy to cause college students to immerse themselves in the network, but also increases the chance of negative information invasion, making mainstream ideology challenged. Therefore, it is of great significance to investigate the risk sources of college students' ideology during the epidemic period, the educational countermeasures, and the ideological education strategies during the resumption of classes for timely correction of college students' ideology and the connection between online and offline ideological education.

The Risk of College Students' Ideology During the Epidemic

During the epidemic period, all kinds of opinions were intertwined in the official and folk discourse field, and there were fierce exchanges in various ideological networks, which exposed the realistic contradictions under the epidemic and highlighted the severe and complex internal and external situation. Under the influence of internal causes and external shocks, there is a hidden danger that "the foundation of mainstream ideology is

shaken, values are divided, ideals and beliefs are weakened" (Yang & Wang, 2017). The college stage is not only a sensitive period for students' physical and mental growth, but also a key stage for the formation of the three outlooks. In the home learning environment without the supervision of schools and teachers, it is difficult for college students to avoid being influenced by social irrational thoughts and erroneous remarks. Therefore, the study and life of college students during the epidemic mainly presents the following ideological risks.

Risk of political identity: the threat of conspiracy theory and the anomie of social governance

Under the background of national anti-epidemic, college students' patriotism and collectivism are rising, which has made an important contribution to the prevention and control of the epidemic. However, with the gradual spread of the epidemic to the world, some countries frequently criticize China's anti-epidemic work, vilify China's image, and even appear inflammatory conspiracy words such as "China's economic collapse theory", "China responsibility theory" and "WHO's theory of favouritism to China", which distorts China's anti-epidemic truth with the "post-truth" narrative logic of "Promote values and belittle facts" (Hou, 2020). Although the Chinese government have made timely responses to erroneous remarks, the complex environment of online public opinion and the spread of "circles" in social media during the epidemic have not only raised college students' attention to risk information, but also tested their ability to identify information. In order to show their role as "netizens", many college students continue to express their views on the Internet, some of which show the characteristics of emotional, extreme and changeable, but lack of careful thinking and rational thinking in political cognition.

The Chinese spirit emerged from the heroic deeds of the anti-epidemic workers has aroused the patriotism of college students, but in contrast, the problems of organizational ossification exposed by some government departments have also been magnified by the Internet and it is easy to evolve into a negative topic that arouses students' doubts and unease. For example, the decision-making and regulatory mistakes of individual institutions are extended to a comprehensive query of the socialist system, which advocates "political uselessness" and "institutional weakness" with the risk theory of political nihilism (Wang, 2020). It is easy to induce the populist mood of college students and threaten their political identity.

Risk of ideals and beliefs: pan-entertainment context and ideological inertia

Affected by the epidemic, all colleges and universities in China have started long-term online teaching, which has greatly changed the learning and living habits of college students. In order to improve students' interest in learning and classroom atmosphere, many college teachers adopt a popular and interesting teaching method, which weakens the seriousness and discipline of the classroom to a certain extent, and even some topics such as "teacher transform into anchor" and "teacher sell goods" have appeared. The network environment not only impacts the authority of university teaching, but also disrupts the students' learning rhythm. According to the survey, 10.9% of the college students thought that the effect of autonomous learning was not good. Some students had excessive entertainment due to lack of self-control. Those uncontrolled behaviors such as crazy TV series, browsing Tik Tok and indulging in online novels take up a large proportion of their study time (Sun, 2020). The network context of extensive entertainment is easy to shake students' learning beliefs, distort

https://doi.org/10.37420/j.cer.2020.061

students' value cognition of college education, and hinder students' career planning.

During the epidemic, various online activities of major media platforms broke the physical isolation of college students at home and created a leisure virtual space. Although the online leisure life alleviated the tension and anxiety of college students during the epidemic, it also led to their excessive indulgence in entertainment. Especially for students who are keen to show food and cooking skills, turn on live broadcasts, and indulge in the leisurely life of "quiet time" when they are at home. However, this relaxed and leisure virtual space has become a way for college students to ignore pressure and escape from reality, which is not conducive to the cultivation of struggle consciousness and life beliefs.

Social mentality risk: regional discrimination and emotional blind obedience

In the critical stage of the struggle against the epidemic, under the leadership of the Chinese Government, the people of the whole country are of one heart and one mind to assist Wuhan and other areas hardest hit by the epidemic, demonstrating the strong unity of the Chinese people. However, the network public opinion in this critical period shows a intertwined situation of truth and rumors, trust and panic. The negative public opinion induced by many rumors exaggerated the urgent situation of the epidemic areas and incisively created extreme images of the regional epidemic, such as portraying "Wuhan people" and "Hubei people" as symbols for the spread of the disease, or using expressions such as "importing people from epidemic areas". This discriminatory mentality has seriously hurt the feelings of the broad masses of people. There is a risk of continuous spread of this mentality in the stage of resuming production and life in the later stage of the epidemic, which has an important impact on how college students from different regions can resume coexistence and whether they will be psychologically "isolated" from regional discrimination as well as their sense of equality and unity.

Rumors during the epidemic are the trigger for people's anxiety, fear and other bad emotions. According to network monitoring results, the panic degree of young people is higher than that of other groups, and many college students are worried and anxious about the changes in the epidemic. Although most students can refuse to spread negative information, many students do not take the initiative to verify and trace the information obtained, and still believe that the epidemic is caused by fate, resulting in a rush to buy masks. Immature and sensitive college students are easy to become victims of negative information, and their irrational social mentality appears under the influence of emotional intensification, resulting in a psychological change from "trust" to "suspicion" towards the government, even alienate and resist mainstream values (Liu & Hao, 2020).

Key Points of College Students' Ideological Risk Response Under the Background of Post COVID-19

The struggle against epidemic in the field of public health has won in stages, the work of epidemic prevention and control has entered a normal stage, and the resumption of classes in colleges and universities is being carried out in an orderly manner. Under the background of post-epidemic situation, in view of the risks exposed by college students' ideology during the epidemic, we should make effective use of the advanced deeds of the anti-epidemic front line in order to correct the students' ideological and cognitive blind spots in time.

Rational consciousness fosters political identity

College students' political identity is not only the basis of mainstream ideological identity, but also the ideological foundation of students' patriotic emotion cultivation. In the face of the risk and challenge of public opinion at home and abroad to college students' political identity during the epidemic, by building a comprehensive political cognition, encouraging college students to establish rational political consciousness and correct political participation is the key to cultivate political identity. In terms of political cognition, it is necessary to tell the story of China's anti-epidemic in a three-dimensional narrative framework, highlight "China's speed" from the formulation of major decisions, show "China's power" from the overall planning of national resources, interpret the "Chinese system" from the mobilization of the whole society and macro-control to stabilize prices, so as to enable college students to have a deeper understanding of China's political spirit and institutional advantages. In terms of political emotion, we should enhance students' political trust through the official positive response, stimulate students' political confidence through the exemplary deeds of party members in the struggle against epidemic, guide students' political belief by showing the progress of social governance system and governance ability, gather value consensus and stimulate positive political emotion in the equal dialogue with college students. In terms of political participation, according to the ideological and behavioral characteristics of college students, refine the subject consciousness of political participation, standardize the field of participation, deepen students' sense of responsibility for political participation, and strengthen the interaction and communication between online and offline. Establish students' awareness of the overall situation, coordinate the participation activities of college students' virtual space and real life, and further improve students' ability of political participation.

Youth role models lead ideals and beliefs

The various problems exposed by college students' ideals and beliefs during the epidemic reflect the reality of vague self-orientation and lack of effective guidance. Although the struggle against the epidemic has blocked normal study and life, it has also given birth to a number of young people who take the initiative to support the hardest-hit areas of the epidemic. They are not only models among young people of the same age, but also vivid examples of interpreting ideals and beliefs. Young medical workers walk in the most dangerous anti-epidemic front without fear of sacrifice; Youth Liberation Army officers and soldiers try their best to promote the orderly development of prevention and control work; Young emergency personnel diligently guard all major traffic roads to protect the well-being of the people; Young construction workers rush to the epidemic areas and quickly invest in the construction of emergency medical facilities. Young volunteers are everywhere all the time, ensuring the normal operation of the lives of patients and residents in the epidemic areas; Young artists actively create and innovate, inspiring the fighting spirit of people throughout the country to fight against the epidemic. Their ambition, responsibility, decisiveness, innovation and persistence reflect the value direction of contemporary college students' ideals and beliefs (Tan, Wang & Su, 2020). Through the power of models to promote students' self-reflection, guide students to carry out learning planning, and help students reshape their ideals and beliefs.

Pertinently dredge the social mentality

One of the important tasks of ideological education is to cultivate a healthy and rational social mentality

https://doi.org/10.37420/j.cer.2020.061

and build a spiritual homelandfor college students. During the period of epidemic prevention and control, psychological intervention and counseling should be strengthened, and humanistic care should be done pertinently. In the later stage of the epidemic, because the college students returning to campus come from different areas and have different epidemic experiences, all these increase the complexity and arduousness of psychological counseling. Therefore, the post epidemic period of "psychological anti epidemic" requires more refinement and normalization. A communication plan must be made in a hierarchical and focused manner based on the experience and background of college students. In terms of information sources, colleges and universities should control the information channels of students, timely block all kinds of social rumors, actively respond to students' problems, and guide students to have a correct understanding of the social environment. In terms of discourse expression, according to the cognitive needs and acceptance habits of college students, we should flexibly use the popular knowledge and inspirational stories of anti-epidemic to enhance the input of positive energy. In the way of counseling, the school should track and investigate the changes of students' mentality during the epidemic, concentrate on the general mentality problems, and set up a special plan according to the students' special epidemic experience.

Coping Strategies of College Students' Ideological Risk Under the Background of Post COVID-19

At present, the ideological education of college students is not only affected by the sources of risk during the epidemic, but also faced with new changes in the form of teaching in the later stage of the epidemic. We need to sum up the experience of ideological education during the anti-epidemic period, through the combination of teacher guidance and example demonstration, online and offline, cognition and practice, unified management and students' self-control. It is very important to integrate ideological education into the whole process of epidemic teaching and to build a unified position of ideological risk prevention and epidemic prevention and control in colleges and universities.

Multiple subjects condense anti-epidemic spirit

The great Chinese spirit of solidarity, dedication, and patriotism was reflected in this major epidemic struggle. Digging deep into the story of anti-epidemic and vigorously promoting the spirit of anti-epidemic is the first line of defense against the ideological risks of college students under the influence of the epidemic. Teachers in colleges and universities should play the main role of teaching guidance and integrate documentaries and special reports that reflect the epidemic reality into the ideological and political curriculum. On the basis of classroom teaching, we invite intimate participants of the epidemic prevention, such as university student volunteers who participated in the epidemic prevention, to tell students their own experience in epidemic prevention, so that students can more intuitively feel the spiritual outlook of young people in the new era, so as to sublimate patriotic feelings in the perception.

Diversified means to connect anti-epidemic classroom

Comprehensive network teaching provides a new platform and new means for ideological education, such as the Ministry of Education and Renren Inc organized the “National Ideology Course”, and some colleges and universities use Tencent Classroom and Super Nebulas to launch a series of micro-courses on ideology,

psychology and science guidance. These online cloud classes provide new channels for students to improve their ideological level during the epidemic. It also resists the risk influence of the network pan-entertainment context to a certain extent. Ideological education in the post epidemic stage should, on the one hand, continue the successful experience of cloud classroom, combine with its own resources to build characteristic epidemic prevention and control theme courses, on the other hand, combine explicit education and implicit education to open offline "anti-epidemic classroom", such as arranging "anti-epidemic spirit" publicity boards in the campus environment, guiding students to correct their learning through self reflection during the epidemic period and carry out employment planning again.

Multi-perspective extension of anti-epidemic experience

In the teaching recovery stage, teachers can combine students' anti-epidemic experience to carry out ideological education in theory and practice, and transform risk sources into educational materials through gratitude education, labor education, voluntary service and so on. Guide students to understand the strength and changes of the motherland in the new era from the comfort of home quarantine, and establish a sense of gratitude to the country and people who are actively dedicated. Encourage students to actively participate in labor, cultivate their labor consciousness, and improve the labor skills by organizing dormitory elegant demeanor competitions. Continue the voluntary service activities during the anti-epidemic period, so as to enhance students' awareness of social integration, service and dedication.

Strengthen the epidemic defense line from multi-directions

Although colleges and universities can implement remote monitoring of students' lives through online clock in and temperature measurement, some behaviors such as concealing the epidemic situation, returning to school without permission and participating in parties without protective measures also occur frequently. During the epidemic period, students' disobedience reflects the social mentality disorder caused by home quarantine, and the return of students from all over the country not only aggravates the difficulty of campus management, but also may cause interpersonal isolation. Therefore, in the post epidemic stage, the prevention and control work of colleges and universities needs to coordinate the collective life of students in different areas, reconstruct the communication space of students with the institutionalized and humanized campus management. On the other hand, through a small range of students' self-management, such as setting up dormitory prevention and control groups, class life liaison teams, arranging student canteens and supermarket service specialists, so as to make students feel the orderly living atmosphere on campus and eliminate the uneasy mentality of excessive epidemic prevention.

In a word, the major emergency events are a complex and severe test for college students' outlook on life, world and values. The ideological risk of college students under the influence of the new crown epidemic shows that the risk of modern society not only challenges the normal order of material life, but also deeply threatens the field of spiritual life. Therefore, taking the COVID-19 epidemic as an example to investigate the risk sources of college students' ideology and put forward the corresponding education strategies, which can not only open a new perspective for promoting the follow-up research, but also provide countermeasures and references for solving the ideological risk problems of college students in major emergency events.

https://doi.org/10.37420/j.cer.2020.061

Funding

This article is supported by the Guangxi Vocational Education Teaching Reform Research Project in 2019 [No. GXGZJG2019A007]: Research on the Innovation Construction of "Dual Professional" Teachers in Guangxi Higher Vocational Colleges under the 1 + X Certificate System.

References

Jia, L.Z., Wang, H., & Wang, Y.Z. (2020). Trends and characteristics of major social thoughts in the period of national anti epidemic. *People's Tribune*, (08), 12-17.

Yang, H.W., & Wang, Y.N. (2017). On the security of mainstream ideology in China. *Journal of Shandong Academy of Governance*, (02), 29-33.

Hou, Y.W. (2020). Discourse maintenance of China's anti epidemic in the context of "post truth". *Journal of China University of Mining & Technology (Social Sciences)*, 22(02), 31-40.

Wang, Z. (2020). Novel coronavirus pneumonia and its governance in the major epidemic situation: a case study of COVID-19. *Studies in Ideological Education*, (03), 55-59.

Sun, C.H. (2020). Southwestern University. The impact of the new crown pneumonia on young college students is based on an empirical survey of 19850 university students from 45 universities in China. *China Youth Study*, (04), 43-48, 12.

Liu, J.W., & Hao, J.J. (2020). Psychological fluctuation and guidance strategies of college students in major epidemics. *Studies in Ideological Education*, (03), 66-70.

Tan, J.G., Wang, X.L., & Su, M. (2020). Young brave group and its characteristics: from the perspective of Chinese youth participating in the fight against new crown pneumonia. *China Youth Study*, (04), 35-42.