Research on the Path to Enhancing the Discourse Affinity of Network Ideological and Political Education for College Counselors in the Era of Artificial Intelligence

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ABSTRACT

In the era of artificial intelligence, network ideological and political education in colleges and universities is facing challenges such as reshaping information dissemination models and fragmented student cognition. Enhancing the discourse affinity of counselors' network ideological and political education has become the key to enhancing the effectiveness of education. Based on the Laswell 5W communication model, this article systematically analyzes the current dilemma of discourse affinity in terms of value infiltration, ideological guidance, cultural dissemination, and emotional interaction, and proposes to construct an improvement path from five dimensions including communication subject, content, channels, audience, and effectiveness: promoting the transformation of counselors into "dialogue guides" and strengthen human-machine collaboration capabilities at the level of communication subject, shifting towards a life oriented narrative and embedding emotional analysis at the level of communication content, implementing platform layering strategy and multi-form discourse design at the level of communication channels, achieving precise push and student co-creation relying on big data at the communication audience level, and constructing an AI-assisted dynamic evaluation and feedback mechanism at the level of communication effectiveness. The research aims to promote the integration of ideological and political education discourse into students' online life through the paradigm shift of "student-centered", achieve the organic unity of value transmission and emotional resonance, and provide theoretical references and practical paths for innovation in network ideological and political education in colleges and universities in the era of artificial intelligence.

Keywords: Artificial intelligence, College counselors, Network ideological and political education, Discourse affinity.

1. INTRODUCTION: RESEARCH BACKGROUND

1.1 The Impact of the Artificial Intelligence Era on Ideological and Political Education

The deepening development of artificial intelligence technology is reshaping the ideological and political education environment in colleges and universities. Firstly, the information dissemination mode dominated by algorithms has changed the traditional educational scene. According to the 52nd "Statistical Report on the Development of Internet" in China by China Internet Network Information Center, the number of instant messaging, online video and short video users reached 1.047 billion, 1.044 billion and 1.026 billion respectively, with user utilization rates of 97.1%, 96.8% and 95.2%, respectively.[1] This Internet trend not only improves the efficiency of

information acquisition, but also leads to the homogenization of the content that young students contact on the Internet, which weakens the ability of ideological and political education to guide students' values. Secondly, the cognitive model of young students also shows significant fragmentation characteristics due to the Internet. Not only the information obtained is fragmented, but also the channels for obtaining information are more diverse, which makes young students more vulnerable to the impact of multiple ideological trends. These phenomena pose challenges to the traditional ideological and political education model that relies on classroom lectures, and the content of ideological and political education needs to be integrated into students' daily network life in a more flexible way.

1.2 The Importance of Discourse Affinity in Online Ideological and Political Education

Improving the discourse affinity is a key breakthrough point in enhancing the effectiveness of network ideological and political education. Traditional ideological and political education often adopts theoretical and systematic expression methods, while the new generations of students growing up in the network environment are more inclined to accept equal dialogue and communication forms that are close to life. A discourse system with affinity can effectively bridge the intergenerational communication gap and shift value guidance from passive indoctrination to active identification.

The "Implementation Outline for Improving the Quality of Ideological and Political Work in Colleges and Universities in the New Era" issued by the Ministry of Education clearly states that it is necessary to establish innovation and development centers for ideological and political work in colleges and universities, relying on the construction of a number of theoretical and practical research centers in some provinces (regions, cities) and colleges and universities, to promote theoretical innovation and practical exploration in party building, ideological and political education, ideological work, and maintaining security and stability.[2] The enhancement of the discourse affinity of network ideological and political education is not only an innovation in methods, but also a strategic choice to address the challenges of value dissemination in the era of artificial intelligence.

1.3 The Transformation Demand for the Role Positioning of College Counselors

The era of artificial intelligence requires college counselors to reconstruct their roles from management to guidance. There are currently three prominent contradictions: the amount of information that students obtain through intelligent terminals far exceeds the content of classroom education, the gap between theoretical educational language and online expression habits, and the conflict between students' expectations for immediate feedback and the lag of traditional education. The core of conflict resolution lies in building an educational model of two-way interaction between counselors and young students, shifting from one-way output to two-way interaction. Counselors need to improve in three aspects: The first is their ability to screen content, learning to select suitable ideological and political materials from massive amounts of information; The second is the ability to apply technology and utilize intelligent tools to carry out precise ideological and political education; The third is the ability to communicate effectively, using more infectious, penetrating, and dynamic language to communicate equally with students.

The "Outline of the Plan for Building a Strong Education Country (2024-2035)" emphasizes the need to explore effective ways to empower large-scale personalized teaching and innovative teaching with digital technology, actively adapt to changes in learning methods, and deepen the use of artificial intelligence to promote teacher team building.[3] In the Internet era, counselors who master digital education technology have significant advantages in student identity, work efficiency and other aspects. This transformation is not only an inevitable requirement for career development, but also an important path to enhance the era of ideological and political education.

2. THEORETICAL FRAMEWORK: THE CONNOTATION AND THEORETICAL BASIS OF THE AFFINITY OF NETWORK IDEOLOGICAL AND POLITICAL EDUCATION

2.1 Definition of the Concept of Discourse Affinity

2.1.1 The Core Elements of Discourse Affinity

As an important carrier of human social practice, discourse runs through various fields of social interaction and is a symbolic communication activity with clear directionality in a specific context. Its presentation forms include multidimensional forms such as language expression and writing.[4] The affinity of teaching discourse in ideological and political theory courses specifically refers to the process in which teachers, while accurately grasping the course content, construct emotional resonance and value recognition between teachers and students through the value transmission of discourse content and artistic expression of discourse style, ultimately achieving the educational transformation of teaching content from cognitive acceptance to emotional internalization. The formation of this affinity depends not only on the scientific construction of the discourse system, but also on following the cognitive and psychological mechanisms of educational communication, achieving teaching goals in the dual dimensions of rational interpretation and emotional interaction. Therefore, the connotation of discourse affinity is specifically manifested in the following aspects:

- The first is the penetration of value: The discourse of ideological and political education usually manifests in three basic forms, "political discourse representing the fundamental interests of the ruling class, academic discourse depicting universal social thought, and life discourse integrating the common interests of social members". The political discourse mainly includes the speeches of the top leaders, the Party's policies and guidelines, State Council documents and other political program documents; The academic discourse mainly includes works on the basic principles of Marxism, the theoretical formulation of Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era, and other guiding contents; The discourse of daily life mainly includes the discourse that is mutually integrated in people's daily lives, in line with the interests and habits of the people, which is also the main field for ideological and political education of young students. The three forms must be interconnected and interpenetrating, and must be able to flexibly blend and transform, expressing ideology through more practical ways.[5]

- The second is the guiding power of ideology: The target audience of ideological and political discourse is young students, which is a two-way interactive process from dissemination to acceptance, and the ultimate guidance is the influence of ideological understanding. As a disseminator of ideology, college counselors' affinity for ideological and political education discourse lies not only in blindly rendering emotions, but also in possessing clear political literacy and ideological foundation, being able to accurately identify ideological risks in online trends, and also mastering the ability to correctly interpret ideological and political theories. The discourse affinity of counselors should not only have warmth, but also strength.

- The third is the vitality of culture: The cultural vitality of ideological and political education discourse originates from the creative transformation of excellent traditional Chinese culture, the spiritual inheritance of revolutionary culture, and the era innovation of advanced socialist culture.[6] Its core lies in constructing a discourse system that expresses modern values through traditional genes, making ideological and political education a two-way carrier for cultural inheritance and innovation.

- The fourth is the emotional infectivity: The emotional infectivity of ideological and political education discourse reflects the organic unity of empathy resonance, value resonance, and practical resonance, achieving the sublimation from emotional identification to value identification. The cultivation of empathy and resonance: Counselors need to possess dual empathy abilities, which can not only dispel the doubts of young people, but also convey the emotional warmth of mainstream values; The construction of value resonance: abstract theories should be transformed into concrete emotional

symbols; Deepening practical resonance: emotional experiences should be transformed into conscious actions, enabling young students to establish correct worldviews, outlooks on life, and values through the integration of knowledge and action.

2.1.2 The Dialectical Relationship Between Discourse Affinity and Traditional Discourse Authority

There is a dialectical relationship of unity of opposites between the affinity of ideological and political education discourse and traditional ideological and political discourse. On the one hand, the unity of opposites is reflected in the differences in their communication logic. Traditional discourse emphasizes systematic authoritative output, relying on institutionalized channels such as classroom teaching and document transmission, in a more serious way, while the affinity of ideological and political education discourse focuses on emotional resonance, and carries out "infiltrating expression" through the Internet, artificial intelligence and other ways; On the other hand, there is a unity between the two in terms of value goals, both serving the expression of mainstream ideology to spread correct value orientation.

2.2 New Requirements for Discourse Affinity in the Era of Artificial Intelligence

2.2.1 Student Needs

In the era of artificial intelligence, students show intergenerational characteristics in ideological and political education. Under the influence of artificial intelligence technology, the youth of Generation Z show new demands for network ideological and political education discourse, which is mainly reflected in personalized, real-time and interesting expression. According to the 55th "Statistical Report on the Development of Internet in China" by China Internet Network Center, Internet users aged 20-29 use generative AI products at the highest rate of 41.5%, and this part of the population also uses AI products more widely.[7]

2.2.2 Technology Engergization

The maturity of technology in the current era of artificial intelligence provides technical support for enhancing the affinity of network ideological and political education discourse: natural language processing technology can automatically transform policy texts into networked expressions, generating diverse forms of content; The emotion computing system optimizes the emotional transmission effect of discourse by analyzing the emotional characteristics of text; Machine learning algorithms can also monitor network speech and warn of ideological risks. At the same time, the Ministry of Education launched the Artificial Intelligence Empowering Education Action, which proposes to use artificial intelligence to promote the integration of teaching and learning, develop specialized artificial intelligence models for education, and standardize the scientific ethics of artificial intelligence use. It is necessary to use algorithm recommendations to expand the coverage of high-quality content, while preventing excessive entertainment and deconstructing the seriousness of theory, and maintaining a balance between instrumental rationality and value rationality.

2.3 Construction of Communication Theory Framework

2.3.1 Theoretical Basis

The Laswell 5w Communication Process Model is a communication model proposed by American political scientist Harold Laswell in 1948, which decomposes the communication process into five parts: the communication subject (Who): the subject of information production and transmission; communication content (Say What): a symbolic system that carries specific meanings; communication channels (In Which Channel): The technological carrier and platform for information transmission; communication audience (To Whom): the recipient and feedback object of information; communication effectiveness (With What Effect): The cognitive and behavioral changes triggered by information.[8] These five parts also constitute the five basic contents of communication studies: control analysis, content analysis, media analysis, audience analysis, and effectiveness analysis.[9] These five elements each have different characteristics, but they are coherent and consistent, forming an effective system.

2.3.2 The Communication Process of Network Ideological and Political Education

Although these five parts are also included in the traditional dissemination process of ideological and political education, in the context of the era of artificial intelligence, the 5W model of network ideological and political education communication has been given new connotations. College counselors, as interpreters and coders of positive value content, play the role of communicators and become the main body of information transmission, but artificial intelligence can also assist in generating communication content; The communication content can transform serious ideological and political content into content that is easier for students to understand and accept, enhance the fun of the communication content, improve the value penetration, and also enhance the vitality of the communication culture; The traditional channel of ideological and political education is mainly classroom teaching, while the main position of network ideological and political education has moved to the Internet platform. Artificial intelligence has provided new technologies for network ideological and political education, and the channels of network ideological and political education are more abundant; The audience of online ideological and political education is young students. Compared with the traditional "one size fits all" model of ideological and political education, network ideological and political education in the era of artificial intelligence can more finely depict student portraits and is also more conducive to the expression of different student friendly speech by college counselors; The assessment of communication effectiveness can also more dynamically track the actions and changes made by young students after receiving communication content, thereby providing better feedback on communication effectiveness.

3. THE CURRENT SITUATION AND DILEMMA OF THE DISCOURSE AFFINITY OF NETWORK IDEOLOGICAL AND POLITICAL EDUCATION AMONG COLLEGE COUNSELORS

3.1 Value Penetration: Insufficient Integration of Mainstream Values and Weak Ability to Transform Reality

The core of value penetration is to transform mainstream values such as socialist core values into students' internal identification. However, there is a "two-tier" phenomenon in the content design of counselors: on the one hand, the discourse content mostly stays at the interpretation of policy documents and the retelling of theoretical concepts; on the other hand, the topic setting is disconnected from students' cognitive logic, and there is insufficient exploration of the value elements in young students' online culture, failing to organically combine students' interests with mainstream values. This suspended value output makes it difficult for mainstream values to penetrate into students' understanding, and even triggers negative cognition through preaching and formalism.

3.2 Thought Leadership: Lagging Response to Issues, Weak Response to Diverse Ideologies

Thought leadership requires counselors to accurately grasp public opinion guidance in complex network environments and respond promptly to students' ideological confusion. However, in reality, there are significant shortcomings in counselors' ability to set topics and respond to network public opinion. In terms of topic setting, topics such as academic anxiety, career planning, and social hotspots that students are concerned about in cyberspace are often overlooked due to the lack of data tracking by counselors, resulting in educational content lagging behind student needs. In terms of online trends, faced with historical nihilism, consumerism and other erroneous ideas, some counselors rely on traditional reasoning methods and lack a grasp of the logic of online discourse, resulting in limited guidance effectiveness. In addition, the insufficient data analysis ability at the technical level makes it difficult for counselors to predict ideological trends through students' online behavior trajectories, leading to a passive situation.

3.3 Cultural Vitality: Outdated Forms of Communication, and Lack of Integration of Contemporary Elements

The key to cultural vitality lies in revitalizing red culture, excellent traditional Chinese culture, and other cultural elements in the online space. However, there is a "triple disconnect" in the presentation of cultural content by counselors: firstly, there is a formal disconnect, as counselors still rely mainly on long texts, PPTs, and other methods, with insufficient use of emerging technological means, resulting in a lack of attractiveness to cultural content; Secondly, there is a language disconnect, with a tendency to use official and rigid expressions, neglecting the reasonable translation of popular internet slang and student language; Thirdly, there is a scene disconnect, which fails to integrate cultural education into students' daily online life, resulting in cultural dissemination becoming a one-time browsing and difficult to form sustained influence.

3.4 Emotional Infectivity: One-way Interaction Mode, and Lack of Emotional Resonance Mechanism

Emotional infectivity relies on equal dialogue and emotional connection, but counselors generally face identity barriers and emotional gaps in online interactions. On the one hand, the interaction mode is mainly one-way output, which leads to students feeling neglected. On the other hand, the language style tends to be administrative and lacks emotional responses to students' specific situations. In addition, counselors have insufficient understanding of the laws of emotional communication in cyberspace, resulting in a lack of warmth and infectiousness in educational discourse. The mechanical interaction makes students view network ideological and political content as task-based push rather than emotional resonance carriers, greatly reducing the effectiveness of ideological and political education.

The dilemma of the affinity of network ideological and political education discourse among college counselors is essentially a mismatch between educational supply and student needs in terms of content, technology, and emotions. To overcome this dilemma, it is necessary to shift from "teaching as the main focus" to "learning as the foundation", integrate life scenarios into value transmission, enhance precise recognition in technological applications, innovate era expression

in cultural dissemination, and cultivate emotional connections in interactive communication.

4. PATH TO ENHANCING THE AFFINITY OF NETWORK IDEOLOGICAL AND POLITICAL DISCOURSE BASED ON THE LASWELL 5W COMMUNICATION MODEL

The Laswell 5W communication model provides a systematic framework for analyzing the discourse of network ideological and political education. Based on the current situation and challenges mentioned earlier, to enhance the discourse affinity of network ideological and political education among university counselors, a targeted path needs to be constructed from five dimensions: communication subject, content, channels, audience, and effectiveness, to achieve a paradigm shift from one-way output to two-way resonance.

4.1 Communication Subject: The Role Transformation of College Counselors

4.1.1 Transforming from "Authoritative Exporter" to "Dialogue Guide"

In traditional ideological and political education, counselors often act as authorities to output one-way content, while the era of artificial intelligence requires them to transform into guides, with the core being the construction of equal and interactive discourse relationships. Firstly, it is necessary to break down identity barriers, weaken administrative labels in cyberspace, and participate in student interactions as growth partners. For example, in class groups or social media platforms, teachers should avoid simply forwarding files, but instead initiate discussions based on hot topics that students are interested in, and share their opinions as sharers to stimulate students' active thinking. Secondly, there is a must to strengthen the problem oriented guidance ability. In response to students' ideological confusion exposed in cyberspace, counselors need to abandon preachy dialogues, first sort out core issues, and then combine theoretical knowledge with real-life cases to guide students to analyze independently and ultimately form a consensus on values.

4.1.2 Cultivation of Human-Machine Collaboration Ability

While empowering counselors with artificial intelligence technology, it is necessary to avoid comprehensive technological dependence and independently establish a collaborative model led by humanities and assisted by technology. On the one hand, to enhance the application capability of AI tools, natural language processing technology is used to analyze students' speech on social media, identify high-frequency topics and emotional tendencies, design targeted educational content,[10] and use AI generation tools to transform policy documents into oral and narrative expressions; On the other hand, it is important to adhere to the dominant position of humanistic values. Although AI tools can assist in content generation, the judgment of core values still needs to be controlled by counselors. When using AI to generate content, it is necessary to ensure that the content conforms to mainstream value orientation, avoid excessive entertainment that undermines theoretical seriousness. At the same time, counselors need to enhance their awareness of technical ethics, pay attention to protecting privacy when analyzing student data, maintain emotional sincerity when interacting, and avoid emotional alienation caused by machine style responses.

4.2 Communication Content: Enhancing the Output Discourse Affinity

4.2.1 Narrative Transformation: from Grand Narrative to Life-oriented Expression

The grand narrative of traditional ideological and political education tends to make students feel a sense of distance, while the expression of affinity language needs to shift towards small incision life-oriented expression. Counselors can explore the value elements in daily scenes, integrate core socialist values into students' academic, social, career planning and other specific scenarios, and use scenario based narrative to integrate abstract theories into the life-oriented scenes of young students. Secondly, by making good use of micro narrative forms, it is a method to combine the characteristics of short video platforms to create ideological and political micro stories, telling the growth experiences of role models around us, modern interpretations of red culture, etc., avoiding the indoctrination of long texts, conveying positive values, and making ideological and political education discourse more infectious.

4.2.2 Emotional Embedding: Combining AI Sentiment Analysis to Enhance the Temperature of Output Discourse

The emotional infectivity is the core element of discourse affinity. While using technological means, it is necessary to not forget humanistic care. At the technical level, algorithm systems can be used to analyze the emotional characteristics of student interactions, such as the emotional tendencies of messages and comments, and adjust the temperature and expression of discourse; At the humanistic level, attention should be paid to individual emotional care. When replying to students' private messages or comments, template language should be avoided, and targeted responses should be given based on the specific situation of the students.

4.3 Communication Channels: Diversified Scene Improvement

4.3.1 Platform Layering Strategy

Different network platforms need to design differentiated ideological and political education content based on students' usage habits. WeChat official account and class group are suitable for the dissemination of political discourse such as policy interpretation and theoretical analysis, but it is necessary to avoid the single output of text, so that the communication effect is counterproductive. It can use the form of combination of graphics and text and audio, with interactive questions to guide students to think, so that students can participate in the communication process of political discourse; Short video platforms focus on fragmented dissemination, utilizing the process of students browsing videos to subtly spread the message while enhancing the fun of expression. For example, using anime forms to interpret party history stories can not only conform to the cognitive habits of young students but also bring the communication content to life; The AI intelligent platform provides real-time services, answers students' questions in real time through an intelligent question answering system, and embeds value guidance to convey mainstream values in solving practical problems.

4.3.2 Multi-form Discourse Design

College counselors can build a three-dimensional communication channel by integrating various forms such as graphics, videos, and virtual images to enhance the discourse affinity of network ideological and political education. In terms of flat expression, data visualization can be used to transform complex policies into more intuitive and understandable visual content, while utilizing popular network elements to make serious ideological and political content more approachable; At the level of video transmission, counselors can create short video accounts, regularly publish diverse content covering mainstream values, and pay attention to real-time interaction with students. By analyzing student portraits and tracking comment content, they can timely understand the ideological trends and hot topics of young students; At the same time, virtual digital characters can be created to interact with students in various forms and answer questions in a youthful and life-oriented language, which not only reduces the sense of identity distance but also enhances the attractiveness and infectiousness of the content. This three-dimensional communication channel can meet the needs of young students for visual and interactive content, allowing ideological and political education discourse to better integrate into students' network life, thereby achieving an organic unity of value transmission and emotional resonance.

4.4 Communication Audience: Precise Student Group

4.4.1 Personalized Push Based on Big Data

Based on algorithm technology, it is necessary to integrate learning platforms, social behavior, public opinion feedback and other data, construct student portraits, analyze students' interests, preferences, and value tendencies, push suitable content for different student groups, and dynamically adjust strategies according to data. Using algorithm technology, real-time optimization of push plans is carried out based on students' behaviors such as clicking, bookmarking, and sharing of content to improve content matching. However, stereotypes should be avoided and content should be allocated flexibly and dynamically.

4.4.2 Inspiring Students to Create Together

Students can be invited to participate in the process of network ideological and political education through topic co-creation and content co creation, making them both the audience and the main body of communication. Through forms such as questionnaires and voting, students can vote on topics they are interested in and enhance their understanding of the content they are interested in; At the same time, students can be organized to participate in core values dissemination activities, and counselors assist in extracting the core values from them. Through self-education, students' sense of participation and identification will be enhanced, thereby the penetration of communication values and the vitality of culture will be improved.

4.5 Communication Effectiveness: Feedback Mechanism and Dynamic Adjustment

4.5.1 Establishing an AI-assisted Discourse Effectiveness Evaluation System

The traditional evaluation of the effectiveness of ideological and political education mainly relies on questionnaire surveys, which have limitations in terms of lag and subjectivity. In the era of artificial intelligence, dynamic monitoring can be achieved through technological means to enhance the scientificity and timeliness of evaluation. For example, by using natural language processing technology to analyze students' emotional vocabulary in comments and messages, the emotional penetration effect of discourse can be quantified, providing a basis for adjusting the emotional expression of discourse. Through data collection technology to collect interactive data of content, the affinity features of discourse can be identified, thereby optimizing the direction of content production. Machine learning technology can also monitor network public opinion, timely warning of ideological fluctuations in student groups, and providing data support for counselors to dynamically adjust discourse strategies. The application of these technological means has shifted the evaluation of the effectiveness of network ideological and political education from post summary to real-time observation, promoting the optimization of the network ideological and political discourse system to better meet the needs

of students, and enhancing the pertinence and effectiveness of ideological and political education.

4.5.2 Constructing a Discourse Adjustment Mechanism of "Communication - Feedback - Optimization"

The "one size fits all" communication method in traditional ideological and political education often ignores students' personalized needs, resulting in poor educational outcomes.[11] By establishing a two-way feedback mechanism, dynamic optimization of educational strategies can be achieved, avoiding a "one size fits all" approach. Firstly, it is necessary to regularly analyze and evaluate the data to identify weak links with insufficient discourse affinity. Secondly, targeted strategies should be adjusted to optimize discourse expression in response to these issues. Finally, the optimized content should be re-released into the online space. By tracking the data, the actual effectiveness of the adjustment measures can be verified, forming a spiral upward pattern of "data-driven strategy optimization effect improvement". This closed-loop mechanism has changed the drawbacks of one-way communication in traditional education, truly approaching the cognitive habits and growth needs of the youth group, avoiding inefficient communication that is disconnected from reality, and enabling ideological and political education to achieve precise push and deep resonance in dynamic adjustment.

5. CONCLUSION

The era of artificial intelligence has brought both opportunities and challenges to network ideological and political education. Using artificial intelligence technology, the researchers have constructed a path for college counselors to enhance the affinity of online ideological and political education discourse based on the 5W model, and carried out practical transformations from five dimensions: communication subject, content, channels, audience, and effectiveness. However, in the complex wave of artificial intelligence, college counselors and young students should also avoid problems such as algorithm bias, content homogenization, and negative ideological erosion, in order to avoid affecting the comprehensiveness and objectivity of ideological and political education.

In the future, technological innovation will continue to empower network ideological and political education, and continuous attention should be paid to technological iteration and changes in student needs. In addition, interdisciplinary integration is expected to inject new vitality into network ideological and political education. College counselors should continuously optimize and improve their strategies, truly integrate ideological and political education discourse into students' network life, enhance the effectiveness of education, and contribute to the cultivation of new era talents who shoulder the great responsibility of national rejuvenation.

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