

Empirical Analysis of the Dissemination Effect of Higher Vocational ideological and political discourse in the All-media Era

—— Based on the Functional Grammar Theory

Lou Shen

School of Marxism, Zhejiang Institute of Economics and Trade, Hangzhou, China

2018000001@zjiet.edu.cn

Abstract. The ideational function, interpersonal function and textual function involved in the functional grammar theory are the basis for the empirical analysis of the dissemination effect of ideological and political discourse in this paper. Through the questionnaire survey of college students' evaluation of teaching discourse dissemination of ideological and political teachers in higher vocational colleges, it is concluded that in the All-media Era, the interpretation of discourse should be enhanced from the ideational function, the value identification of discourse should be enhanced from the interpersonal function, and the social context of discourse should be constructed from the textual function. It is of great significance to form the ideological and political discourse dissemination system based on the characteristics of vocational education in China, and promote the innovation and improvement of the discourse system with Chinese characteristics.

Keywords: Functional grammar theory; ideological and political discourse dissemination; Discourse interpretation; Discourse system.

1. Introduction

The information dissemination in the All-media Era presents the characteristics of “diversified channels, diversified ideas and rapid speed”[1] Qi Fenghua, Huang Liying, Chang Yongqing. Research on the discourse dissemination of Ideological and Political Education in Higher Vocational Colleges in the All-media Era [J]. Education and Occupation, 2022 (02): 80-84.], which breaks the authority and uniqueness of the ideological and political education, and promotes reform and innovation of ideological and political discourse in higher vocational colleges. The higher vocational students, born in the 00's, show the willingness to pursue individuality and desire to obtain professional development and social identity through higher vocational study with their own discourse system. Thus, higher vocational teachers in ideological and political courses should pay more attention to the use of linguistic strategies to gather popularity of ideological discourse dissemination system, and to form an innovative, fresh ideological education discourse system with Chinese characteristics which conforms to the goal of higher vocational education to train high quality skilled talents.

With the above background, this paper introduces the functional grammar theory for the further analysis of the dissemination effect of ideological and political discourse based on the type of vocational education characteristics, and proposes strategies to improve the attractiveness of the course dissemination effect.

2. Literature review

Since the “linguistics turn” in Western philosophy in the 19th and 20th centuries, lots of scholars began to pay attention to the communicative characteristics of language and the direction of expression art, which deepened the integration of linguistics and modern scientific theory. In 1985, British linguist M.A.K. Halliday fully explained the theory of systematic functional grammar in his work Introduction to Functional Grammar, and mentioned the three meta-functions of language: the

ideational, the interpersonal and the textual functions [2]. Halliday follows the Marxist philosophy of language, holding that the three basic functions of language exists simultaneously in the adult language, as the speaker always use coherent discourse (textual function) and others communication (interpersonal function) at the same time, reflect the objective world around and their own inner world (ideational function) [3]. His opinion highlights the necessity to focus on the meaning and function in language and the social attributes and ideological factors in language teaching. Since then, the functional grammar theory has been widely used in the discourse analysis of literary works, criticizing the effectiveness and applicability of language expression, and later been further extended to the fields of politics, education etc., becoming an important theoretical tool for the effectiveness of discourse dissemination analysis.

In the West, scholars have combined linguistic theories with civic education problems and produced some typical ideas. For instance, Norman Fairclaw studies the influence of discourse from the three dimensions of text, discourse practice and social practice, which provides a model for the study of ideological and political discourse dissemination [4]; James Martin discusses the educational significance of systematic functional linguistics, which provides a certain framework for educational discourse evaluation [5]. In addition, Antonio Gramsci's theory of cultural leadership and Michel Foucault's power discourse theory reveal the role of cultural transmission, knowledge and power in the dialogue, and expand the reflections on the discourse power in ideological and political education in China. The research of Western scholars help to build up the research framework of ideological and political discourse, but fail to combine the actual situation of the development and change of Chinese society.

After the second half of the 20th century, as ideological and political education gradually became an independent subject, Chinese scholars began to reflect on the discourse dissemination effect of ideological and political education in the context of socialism with Chinese characteristics, and carried out research combined with linguistics.

First, reflections on linguistics theory in ideological and political education. Guo Hailong (2007) put forward the expression of "linguistics turn" of ideological and political education, and believed that ideological and political education should realize the integration of the theoretical "meaning world" and the "life world" [6], and made a theoretical interpretation of ideological and political education linguistics. Wu Qiong (2014) believed that ideological and political discourse is a discourse structure system composed of three basic levels: cognition-interpretation, value-belief and method-strategy [7]. The above research has laid a theoretical foundation for Chinese scholars to carry out education discourse research by use of linguistics.

Second, using linguistics theory to conduct empirical analysis of ideological and political discourse. Liu Jun (2018), through social network analysis and system function theory, concluded that teachers should pay more attention to the current civilization form, adopt role construction and adjustment strategies to create teaching symbiosis [8]. From the perspective of modern discourse analysis theory, Zhao Wendong (2022) raised several optimization methods, such as reshaping context ecology, updating ideological content, transforming communication relationship and innovating practice paradigm [9]. In addition, some scholars conducted questionnaire surveys on the discourse style of ideological and political teachers, from which they learned the experience of improving the discourse system, and provided empirical research framework and guidance for research in related fields.

Third, research of improving ideological and political discourse from the perspective of linguistics. Cui Haiying (2017) believed that the shift of "micro-discourse" in ideological and political courses is the inevitable result of discourse innovation in the new era [10]. Chen Dexiang (2017) put forward the strategy of multiple discourse with thematic topics, science and physics, popularization and popularization [11]. The above research provide suggestions for all-media on the transformation of ideological and political discourse and the improvement of its teaching effect.

Current literature emphasize on the normative research, including few empirical research and ideological and political discourse system for the discourse system of higher vocational education

with Chinese characteristics. In fact, due to the differences in learning situation, the discourse system in higher vocational education is different from ordinary higher education characteristics [12]. This paper tries to combine the professional characteristics of vocational education, and conducts a questionnaire survey on the teachers' discourse dissemination effect from the perspective of students in higher vocational education with the help of functional grammar theory, trying to summarize the discourse dissemination practice strategies to improve educators' grasp and application of the functions in educational discourse.

3. Problem statement

With the wide use of all-media, the thinking and language mode of higher vocational students have changed, which could be summarized as follows: (1) Their interest in traditional media have decreased, showing the characteristics of being superficial, utilitarian and fragmentary in reading, thinking and studying. (2) Their recognition of teachers as knowledge power and moral authority is weakened, tending to form their own niche social circle, and their sense of identity in traditional mainstream values has declined. (3) They tend to show more dependence on discourse information in cyberspace, but will be confused about the authenticity of cyberspace information, and their media literacy needs to be improved. The above characteristics break the subject authority and uniqueness of traditional discourse dissemination, intensify the uncontrollability of discourse dissemination, and bring certain challenges to ideological and political discourse and communication.

In 2017, the Chinese government pointed out that "We should give full play to the main channel of the ideological and political theory courses" [13]. Specifically, classes are still the main channel for the dissemination of ideological and political education discourse, and teaching discourse will play an important role in influencing the dissemination of discourse. However, problems and challenges still exist such as weak content attraction and appeal, insufficient use of modern communication means, and insufficient audience awareness [14], which still need to be improved. According to a survey on ideological courses carried out in 2021 with 7127 students as participants in Zhejiang Institute of Economics and Trade, 49.21% students thought "teachers lack attraction, the classroom atmosphere is boring" in ideological and political courses, and 44.82% thought "teaching methods are old, difficult to stimulate learning interest". As is seen, teachers' discourse expression is an important factor in influencing ideological and political courses dissemination effect. Language is the medium of information dissemination, as well as an essential element in ideological and political courses teaching. Therefore, it is of practical significance to explore the strategies to transform the language of theory into realistic discourse, and to optimize the effect of ideological and political discourse dissemination by improving the content and form of discourse expression.

To this end, this paper introduces the functional grammar theory for the research basis. On the one hand, the functional grammar theory emphasizes the social communication function of language, which can promote the awareness of teachers for the grasp and application of teaching discourse. On the other hand, ideological and political courses in colleges and universities are a subject that embodies theoretical persuasion through discourse application. The teaching discourse level not only affects the teaching task and teaching effect, but also directly affects the formation of students' ability in discourse expression, critical thinking and value judgement. In addition to the basic functions such as questioning, feedback and demonstration, ideological and political discourse also has the important function of ideological cultivation, which needs to reflect the acceptability, authenticity, standardization and attractiveness. Therefore, it is of practical significance to further analyze the dissemination effect of ideological and political discourse from the perspective of functional grammar theory.

4. Research Design

4.1 Research Method

The survey takes the form of sampling questionnaire, targeting at freshmen who are taking ideological and political courses in Zhejiang Institute of Economics and Trade. As the ideological and political courses in higher vocational education are basically arranged in the freshman year, the freshmen have a deep impression on the ideological and political teachers and their use of classroom discourse. The author selected 5 classes of different majors and distributed 185 questionnaires, and recovered 170 valid questionnaires, with an effective rate of 91.9%. The survey is to know about the evaluation of higher vocational students on the teaching discourse effect of ideological and political teachers, so as to reflect the overall dissemination effect of ideological and political discourse.

The questionnaire set 16 questions, including students' evaluation of the overall dissemination effect of ideological and political teaching discourse and the concept of discourse designed according to the three meta-functions in functional grammar theory,; the ideational, the interpersonal and the textual functions. The aim of the survey is to verify the students' overall evaluation of the dissemination effect of ideological and political discourse and its correlation with the three functions. The scale questions in the questionnaire were scored by 7-point Likert scale, of which 1= "complete disagreement" and 7= "complete agreement". Questionnaire results were analyzed and processed by SPSS24.00.

4.2 Data analysis

First, the overall reliability and validity of the questionnaire sample was tested. In order to test the overall reliability, the cronbach's α coefficient analysis was conducted. The result shows that the cronbach's α coefficient is 0.9493, and the cronbach's α coefficient is greater than 0.9, indicating that the scale has reasonable design and good reliability. In order to test the scale validity of the questionnaire, the KMO value and Bartlett ball test was conducted. The result shows that the KMO value of this questionnaire is 0.93, and the KMO value is greater than 0.9 and the sig value of Batley spherical test is less than 0.05, indicating that the questionnaire has good validity and is suitable for correlation analysis.

Second, the mean score of the students' evaluation under the three meta-functions was calculated. The higher the score is, the higher the students' evaluation is, otherwise, the lower the score is, the lower the students' evaluation is.

Third, with the evaluation of the overall dissemination effect as the independent variable and the factors under the three meta-functions as the dependent variables, we can obtain the influence degree of different factors on the dissemination effect of ideological and political discourse.

4.2.1. Overview of discourse dissemination in ideological and political teaching

On the whole, the mean score of the students interviewed on the overall dissemination effect of the teachers' ideological and political discourse is high (4.48), among which the score of the ideological and political class that can improve theoretical cognition and interest (4.58) is slightly higher than that of the national belief and patriotic emotion (4.55), indicating that most students have mastered certain basic ideological and political theories, but the emotional value in the ideological and political discourse dissemination needs to be further improved, giving full play of the appeal of emotion.

Table 1. Descriptive analysis of the overall dissemination effect of ideological and political discourse

	N	mean	standard deviation
How satisfied are you with the language effect of the current ideological and political classes?	170	4.48	2.062
Ideological and political courses can improve my cognition and interest in the course related content (theoretical policies, current political news)	170	4.58	1.975
Ideological and political courses can enhance my national belief and patriotism.	170	4.55	1.940

4.3 Specific situation of the three meta-functions in grammar theory

4.3.1 ideational function dimension

The ideational function focuses on enhancing the strength of discourse interpretation through the subjective and objective description from multiple perspectives, which is the function of language to describe the objective things and processes. Ideational function mainly includes logical function and empirical function, and the important embodiment of the empirical function is “transitivity”, which includes six processes: material, psychology, relationship, behavior, speech and existence. Under the situation of ideational function, the highest mean score of students' evaluation of teachers' classroom discourse is “clear theoretical explanation” (4.59), “choosing hot, innovative topic” (4.59), and the score slightly lower is “content information slightly reasonable” (4.55), “effective interaction” (4.54), which shows that students accept the theoretical knowledge concepts taught by teachers who combine the concepts with social hot issues. However, teachers are slightly insufficient in the processing and control of information amount, while excessive theoretical elaboration makes the ideological and political discourse “impersonal”, which is easy to cause students' sense of tiredness.

In the All-media Era, all kinds of new media have become an important channel for the dissemination of current political and social hot information. If teachers spend a lot of time in the interpretation of basic information theories and statement of the causes and consequences of events, it will inevitably cause information duplication. In addition, there is still a lack of effective interaction between teachers and students, resulting in the communication distance between the two parties. At present, all online new media platforms emphasize the social interaction of information, therefore the one-way theoretical indoctrination from teachers will lead to monotonous and single discourse transmission carrier, which will affect the dissemination effect.

Table 2. Descriptive analysis of teachers' class discourse under the ideational function

	N	mean	standard deviation
Teachers' case data is highly authoritative, instead of hearsay, subjective judgment	170	4.58	1.972
The teaching content is detailed and reasonable with no redundancy	170	4.55	1.997
Teachers should choose hot and innovative topics to avoid repetition and emptiness	170	4.59	2.037
Teachers can effectively interact and communicate, and conduct conversational teaching	170	4.54	2.009

4.3.2 Interpersonal function dimension

The interpersonal function emphasizes the maintenance of interpersonal relationship through language communication, pays attention to improving the value identity of discourse, and realizes the expression through four types of speech and different sentence patterns: provision, command,

statement and questioning, reflecting the tendency and attitude of the communicators and the relationship between the two parties.

In the interpersonal function dimension, the highest mean score of students' evaluation of teachers' classroom discourse is "subjective evaluation view of events and theories" (4.61) followed by "life-oriented language" (4.59), while the lower mean score is "theory-oriented language" (4.56) and "academic language" (4.51). Compared with the dry objective theory, teachers' subjective attitudes and emotional expression can better attract students' attention, and life-oriented language has a higher acceptance and value recognition for college students. Students pay more attention to teachers' personalized attitudes, opinions and emotional resonance in discourse dissemination, which realize the "reconstruction" of the traditional mainstream discourse system. On the contrary, the theoretical, politicized and rigid language is still "retelling" in the traditional mainstream discourse system. The lack of novelty of its discourse carrier will affect the dissemination of ideological and political discourse.

In the All-media Era, the discourse dissemination of all kinds of new media has the characteristics of sensibility, and often the negative emotional information has stronger vitality in the dissemination [15]. However, at present, the sources of ideological and political teaching materials in higher education are mainly authoritative works, national leaders' speeches, conference documents, etc., showing strong characteristics of standardization, theoretical, diachronic and self-interpretation [16]. When applied in teaching, the textbook language should be transformed into teaching language to highlight the communicative characteristics of discourse. Meanwhile, although the subjective evaluation and life-oriented language of teachers are more popular, if improperly practiced, it will easily turn into vulgar expression such as spoof, banter or emotional catharsis, and transforms into negative dissemination. Therefore, teachers should think about constructing a discourse system with self-emotional style based on mainstream academic theory discourse, grasp and control the negative information transmission, so as to better adapt to the discourse dissemination preference in the All-media Era.

4.3.3 Textual function dimension

Table 3. Descriptive analysis of teachers' class discourse under the interpersonal function

	N	mean	standard deviation
Teachers focus on objective description and theoretical introduction	170	4.58	1.921
Teachers focus on the subjective evaluation view of events and theories	170	4.61	1.904
Teachers' expression is life-oriented, lively and connected with social reality	170	4.59	1.944
Teachers' language is theory-oriented, highlighting policy education	170	4.56	1.943

The textual function focuses on the social context of discourse, which is the function of language representing coherent content, which is reflected through the advancement mode of "master + reference" and the information structure of "known + unknown" [17]. Among them, the main position is often the first part of the discourse as well as the known information, while the reference position is often the later part of the discourse as well as the unknown information. The advancement of the main position to the position of the discourse position is the process of the known to the unknown information.

Under the textual function dimension, the highest mean score of students' classroom discourse evaluation is "reasonable use of cases" (4.56), followed by "reasonable use of network hot words, hot events" (4.55). The lower mean score is "reasonable use of expression enhance patriotic emotion, faith" (4.49), "reasonable use of all kinds of literary rhetoric" (4.46). It can be seen that the information transmitted by ideological and political teachers cannot be isolated from the realistic context, and the cognition and value attitude of higher vocational groups are more and more vulnerable by the "mimicry environment" constructed by the media. The students expect the media

information composed of vivid situational cases and rich expression techniques to be integrated into the ideological and political classroom,

In the All-media Era, the way of mass access to media information is gradually transformed from “offline” to “online+offline”, with integration of the virtual and the real. Therefore, ideological and political discourse needs to further integrate into the socialization and personification characteristics, "integrate" with the media platform communication, and realize the improvement of dissemination effect. Therefore, ideological and political teachers should timely respond to practical topics such as vocational students’ growth needs and career development, and pay attention to the the situational and contemporary nature of information. They should pay more attention to the establishment of “teacher-student” interactive learning mechanism, reasonable emotional expression and the application of literary rhetoric, so as to improve the effectiveness of discourse language.

Table 4. Descriptive analysis of teachers' class discourse under the textual function

	N	mean	standard deviation
At present, ideological and political teachers can reasonably use all kinds of literary rhetoric (ancient poetry, celebrity discourse, metaphors, etc.) to deepen their impression	170	4.46	1.922
At present, ideological and political teachers can use various expressions to enhance their patriotic feelings and beliefs	170	4.49	1.944
At present, ideological and political teachers can reasonably use cases (social cases, celebrity stories) to deepen their impression	170	4.56	1.976
At present, ideological and political teachers can reasonably use Internet hot words and hot events to deepen their impression	170	4.55	2.012
At present, ideological and political teachers can reasonably use all kinds of literary rhetoric (ancient poetry, celebrity discourse, metaphors, etc.) to deepen their impression	170	4.46	1.922

4.4 The correlation between the dissemination effect and the factors of the three functions

In order to explore the relationship between the dissemination effect of ideological and political discourse and the factors of the three functions, the teachers’ discourse score in ideological and political teaching was taken as the dependent variable, and the factors of the three dimensions were taken as the independent variables for the correlation analysis, and the results show that all factors are significantly correlated. After further regression analysis, the results are as follows:

Table 5. Regression analysis of the students’ evaluation of the dissemination effect

model	Non-standardized coefficients		Standard coefficient	t	Sig.
	B	standard error	trial version		
(constant)	-.459	.094		-4.880	.000
Teachers’ theoretical explanation is clear, which helps me to understand in class	.235	.057	.225	4.148	.000
Teachers’ case data is highly authoritative, instead of hearsay, subjective judgment	.225	.055	.215	4.102	.000
Teachers’ teaching information amount is large and has information redundancy	-.042	.056	-.040	-7.50	.455
Teachers should choose hot and innovative topics to avoid repetition and emptiness	.046	.051	.045	.892	.374
Teachers can interact effectively in class and conduct	.090	.052	.088	1.75	.081

conversational teaching				5	
Teachers focus on the objective description of events and the theoretical introduction	.131	.052	.122	2.505	.013
Teachers focus on the subjective evaluation views of events and theories	.093	.057	.086	1.620	.107
Teachers' expression is life-oriented, lively and connected with social reality	.050	.056	.047	.886	.377
Teachers' expression is theory-oriented, highlighting policy education	-.054	.053	-.051	-1.016	.311
Teachers' language tends to be academic and highlights speculative ideas	.034	.056	.033	.607	.544
Teachers can reasonably use all kinds of literary rhetoric (ancient poetry, celebrity discourse, metaphors, etc.) to deepen their impression	.055	.056	.051	.991	.323
Teachers can use a variety of ways of expression to enhance their patriotic feelings and beliefs	.169	.051	.159	3.296	.001
Teachers can reasonably use cases (social cases, celebrity stories) to deepen their impression	.030	.050	.028	.594	.553
Teachers can reasonably use Internet hot words and hot events to deepen their impression	.020	.055	.020	.367	.714
a. Dependent variable: How do you evaluate the dissemination effect of the current ideological and political class?					

As is seen, “Teachers’ teaching information amount is large and has information redundancy” and “Teachers’ expression is theory-oriented” have negative effects on ideological and political discourse dissemination and have certain negative influence, while “data authority”, “objective description of events” and “enhancing patriotic feelings and belief” have significant positive effect. Through observing the classroom attention and feedback of students with different styles, it is found that students focus on heuristic language, humorous and relaxed discourse atmosphere and topics-related to their own career development and show high classroom participation. In addition, the above survey results also reflect the characteristics of “short and fast information communication in the All-media Era”, emotional expression and social interaction. Therefore, ideological and political discourse should integrate the characteristics of life-oriented narrative, emotional narrative and social narrative to meet the thinking mode and discourse habits of contemporary vocational students.

5. The promotion strategies of ideological and political discourse dissemination based on functional grammar theory

According to the questionnaire survey, it is concluded that the ideological and political discourse of higher vocational colleges needs to further change the information redundancy and too theoretical situation, and the factual description and emotional value identification of the discourse should be further enhanced, and the effectiveness of communication should be improved with the help of diversified expression methods and teaching interaction. From the perspective of functional grammar theory, strategies to improve the dissemination effect of ideological and political discourse can be constructed from three dimensions of ideational, textual and interpersonal functions.

5.1 Enhance the interpretation strength of the discourse from the ideational function dimension

According to the grammatical function theory, enhancing the interpretation power of discourse from the ideational function needs presenting various forms of discourse information from the logical function and the empirical function.

First, teachers should emphasize the logical function to enhance the explanatory power of discourse. Logical function refers to the expression of logical relations between two or more meaning units by language. The logical function of ideological and political discourse is that teachers should objectively interpret discourse information from multiple perspectives and enhance the explanatory effectiveness of discourse. The frequent and monotonous repetition of redundant information will lead to the psychological inversion of the audience, which reduces the efficiency of information transmission [18]. Therefore, teachers need to select materials according to the cognitive ability, knowledge content and teaching purpose of higher vocational students, and pay attention to the ideological and political cases that can highlight the characteristics of the times, the integration of industry and education, and the cultivation of professional quality. Teachers can also actively utilize data and video pictures to “visualize” the discourse information to adapt to the characteristics of information big data in the All-media Era, and improve the learning interest of higher vocational students.

Second, teachers should use the empirical function of discourse to enrich the subject of discourse interpretation. The empirical function reflects people’s subjective and objective experiences. The empirical function of ideological and political discourse is that ideological and political teachers interpret the subjective experience of ideological and political discourse through multiple subjects and perspectives, so as to deepen the impression of the educated. In daily teaching, teachers can also supplement the relevant experiences and views of theories, academics, industry predecessors, and industry strivers in addition to their own to help vocational students have an intuitive understanding of society and career. Meanwhile, teachers need to pay attention to the agenda setting of the discourse. On the one hand, teachers can set life-oriented topics for higher vocational college students, such as the academic development, emotions, career, as well as the current news material discussed by the media, and explore the elements of professional quality and the enlightenment of socialist core values, such as by comparing the ordinary grass-roots work environment, the working attitudes of excellent craftsmen to help higher vocational students understand the dialectical unity of reality and ideal. On the other hand, since higher vocational students show weak theoretical thinking, teachers can use the “two-sided prompt method” by creating a topic, then spreading the destructive negative views to students, and then citing authoritative and representative views to elaborate. Finally, teachers confirm positive views while training students’ thinking ability. For example, by showing the recent cases of idols and network anchors’ money-worship like, teachers can reveal the meaning of a correct outlook on life; by comparing the American Dream with the difficult situation of the American people at the bottom, teachers reveal the reality and true connotation of the Chinese Dream, and confirm the positive discourse.

5.2 Enhance the value identity of the discourse from the interpersonal function dimension

To enhance the value identification of discourse from the interpersonal function, it is necessary to avoid over-theorizing the discourse of ideological and political teaching, and carry out interactive communication with the tone of equality, communication and negotiation. On the basis of the old discourse system, with the help of contemporary discourse, teachers need to make serious ideological and political theories lively and emotional, so as to further promote the construction of identity and psychological tacit understanding between educators and educatees.

First, in the discourse narrative mode, teachers should strengthen the psychological resonance and emotional identity of ideological and political discourse through the network hot words of the times. Since higher vocational students show weak learning consciousness and strong attention to self-awareness, it is necessary to design the discourse mode according to their psychological changes, and adjust the education mode through the understanding of students [19]. In the design process, teachers can make full use of network discourse resources such as Weibo, Baidu topic lists, Bilibili and TikTok videos to explore ideological and political elements behind their symbolic implication. On the one hand, teachers should improve students’ attention, cognition and judgment ability to social hot issues. On the other hand, teachers should enhance their own emotional input

and personality charm such as mood, modality and intonation, reduce imperative and tough words, and stimulate students' emotional identification and resonance. Using emotion as an important medium for teacher-student discourse dissemination will help students achieve cognitive development from the perceptual to the rational, and from the concrete to the abstract.

Second, in the terms of discourse expression mode, teachers should weaken the tendency of "theory standard/text standard", realize the voice change from "text" to "humanistic", and avoid ideological and political teaching becoming a simple work of promoting text theory. First of all, teachers should pay attention to the integration of life-oriented discourse. Language is the medium of information dissemination, and is also an essential element of ideological and political teaching education. As a special teaching language, the function and effect of ideological and political discourse should be close to the educated higher vocational students. Therefore, in the process of designing educational discourse, ideological and political teachers need to turn the grand narrative of policy guidelines to the specific expression of professional quality spirit cultivation, such as industry news report and "target navigation" speech, so as to combine the professional characteristics of vocational education with the daily learning and life practice discourse of higher vocational students. Secondly, in terms of teaching methods, teachers should shift from single classroom teaching to experiential teaching, strengthen the project-based practical teaching activities of ideological and political courses according to the characteristics of high vocational students' strong realistic motivation and active thinking, and give students full opportunities to carry out "discourse practice" independently, such as problem research, job experience, role simulation, etc.,

5.3 Construct the social context of discourse from the textual function dimension

Construct the social context of discourse from the textual function, and optimize the way of discourse dissemination. In the textual discourse, the promotion mode of "master + reference" needs to follow the law of learning and cognition from familiar to unfamiliar, from unknown to known, and construct the transmission path of the known to the unknown information. Teachers need to integrate the discourse system of three different contexts in the political field, academic field and social field, realizing the social context construction of discourse and give it the consumption value of information dissemination, and then enrich the expression of ideological and political discourse.

First, teachers need to enhance the appeal of the text through the socialization and personification of the narrative. Ideological and political teachers need to find content from the life of students and the common people, select topics widely concerned by vocational students, make the communication more "contextualized" connected with moral rules and social memory. For this reason, teachers can create problem situations and industry example cases in combination with professional group training objectives. Teachers can also choose critical-thinking topics about career development to organize debates, such as "pursuing dreams or stable work", "whether to accept 996 working style", etc., to help students form self-awareness about the problems of career development.

Second, teachers need to adapt to the discourse style of the post-"00" generation by strengthening the informal and intimate discourse style. Informal discourse style is usually used among people with close relationship, thus teachers can shorten the gap with students' psychological mentality through absorbing the discourse from new idioms, daily oral, dialect language, and even popular "Internet language", or creative adaptation, combine the pure political discourse with the social, life style. For example, by discussing "Why is Marxism 'fashionable'?" To explore the contemporary reason of Marxism; by discussing "can contemporary college students choose 'lie flat'?" To explore how the contemporary college students establish a positive and enterprising attitude towards life.

Third, teachers need to pay attention to the rhetorical use of teaching discourse. In class, teachers can achieve teaching enlightenment in a humorous, euphemistic and easily accepted way by means

of the familiar and life-like things of the students, through the witty rhetorical expressions of allusion, irony, pun and so on. For example, in the explanation of “contradiction”, Mao Zedong uses the metaphor of “egg and stone” to explain the relationship between internal and external causes. When explaining the strict administration of the Party, teachers can quote relevant metaphors such as anti-corruption is not “power shop”, “card house”, “unfinished building”, and there is the need for “fighting tigers and catching flies”. When explaining the process of realizing the Chinese dream, teachers can cite the classical Chinese “honoring one’s ambition and being industrious” to explain the way to strive for realizing the Chinese dream. Therefore, it is in line with the rule of learning and cognition to transform the discourse information with literary color into discourse information with strong theoretical and ideological color.

6. Summary

To sum up, the paper adopts interdisciplinary integration of ideological and political education and linguistic research, on the basis of the functional grammar theory, construct the ideological discourse dissemination effect evaluation framework, constructs a framework for evaluating the effect of ideological and political discourse dissemination, and proposes ways to improve the discourse dissemination of higher vocational students in the all-media era from the ideational, interpersonal and textual functions. From the perspective of functional grammar theory, the teaching practice of ideological and political courses can be understood as a language practice, and the quality of discourse will affect the effect of teaching. As the carrier of the times, ideological and political discourse presents an organic unity of instrumentality and value, historicity and reality in teaching practice [20]. It focuses on the “linguistics turn” of ideological and political teaching in higher vocational colleges, attaches importance to the functions of discourse dissemination and the use of language, and has important practical significance to improve the affinity and pertinence of courses. As the subject of discourse dissemination, teachers should establish the awareness of discourse dissemination, utilize the modern dissemination environment and integrate the discourse into the construction of modern vocational education discourse system. Teachers should further consider the ways to construct the ideological and political discourse dissemination system based on the type characteristics of vocational education in China.

Acknowledgements

In this paper, the research was supported by: 2022 Chinese Vocational Education Research Project in Zhejiang Province (Grant Number: ZJCV2022A21); 2022 Educational Science Planning Project in Zhejiang Province (Grant Number: 2022SCG313); 2021 “the Fundamental Research Funds for the Provincial Universities”, Zhejiang Institute of Economics and Trade (Grant Number: 21QNJJ06)

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