Exploring the Characteristics of Contemporary College Students' Online Discourse and Educational Guidance Methods

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Abstract: *This paper analyzes the characteristics of online discourse among contemporary college students and explores corresponding educational guidance methods. The results show that contemporary college students exhibit diverse and personalized characteristics in their online discourse, characterized by interactivity, immediacy, anonymity, and freedom. In response to these characteristics, educational guidance methods include cultivating network literacy, guiding healthy online communication, campus cultural construction, family education and social support, and cross departmental cooperation. By implementing comprehensive policies, we can help college students grow up healthily in the era of the internet and become new era talents with good internet literacy and social responsibility.*

Keywords: *contemporary college students, online discourse, educational guidance*

1. Introduction

With the rapid development of Internet technology and the widespread popularity of smart phones, the network has become an indispensable part of contemporary college students' life. Whether it is social interaction, information acquisition, or learning and entertainment, online platforms provide rich resources and convenient channels for college students. In this era of virtual and real interweaving, the discourse style and communication methods of college students on the internet have shown unique characteristics, which not only reflect their personalities and needs, but also reflect the profound influence of social culture and technological development.

The study of the characteristics of online discourse among contemporary college students not only helps to deeply understand the psychological state and behavioral patterns of this group, but also reveals the impact of current online culture on youth and its potential problems. More importantly, by exploring appropriate educational guidance methods, we can help college students better utilize online resources, cultivate healthy online literacy, enhance their communication skills and self-protection awareness in virtual space, and promote their comprehensive development.

This study aims to comprehensively analyze the characteristics of online discourse among contemporary college students, explore the underlying causes, and propose effective educational guidance strategies. Specifically, this paper will reveal the uniqueness of college students' online discourse from the perspectives of discourse style, communication methods, content preferences, and psychological characteristics; At the same time, combining social and cultural, technological development, and educational factors, explore the underlying reasons for the formation of these characteristics; Finally, based on existing research results and practical experience, practical and feasible educational guidance methods are proposed to provide reference and inspiration for educators, parents, and all sectors of society.

2. Analysis of the characteristics of contemporary college students' online discourse

In contemporary society, the internet has become an indispensable part of the daily lives of college students. Through the internet, they can not only obtain information and learn knowledge, but also engage in social interaction and self-expression. During this process, college students' online discourse exhibits a series of unique characteristics. The following will provide a detailed analysis of contemporary college students' online discourse from four aspects: discourse style, communication

methods, content preferences, and psychological characteristics.

2.1 Discourse style

The online discourse style of contemporary college students has distinct characteristics of personalization and diversity. They usually prefer to use concise and lively language, commonly including abbreviations, internet slang, and emoticons [1]. This language style can not only improve communication efficiency, but also enhance the fun and affinity of interaction. For example, "haha" and "2333" represent laughter, "OMG" represents surprise, and "otaku" refers to a group of people who enjoy staying at home. In addition, college students often quote classic lines or memes from anime, movies, and TV dramas to increase the fun and resonance of communication.

Behind this language style is the sensitivity of college students to new things and their pursuit of fashion trends [2]. They are willing to try and accept emerging ways of expression, and use them to showcase their personality and creativity. At the same time, this discourse style also reflects their emphasis on efficiency and convenience, especially under the pressure of fast-paced learning and life, concise and clear language can better meet their communication needs.

2.2 Communication methods

In terms of communication methods, contemporary college students tend to communicate and interact through multimedia and multiple platforms. Social media (such as WeChat, Weibo, QQ, Tiktok, etc.) and instant messaging tools (such as WeChat, QQ, etc.) are their most commonly used communication platforms. These platforms not only provide various forms of communication such as text, images, and videos, but also greatly enrich the communication experience of college students through real-time interaction, likes and comments, sharing and forwarding functions. In addition, college students tend to use online communities and forums for in-depth communication and interest discussions. Platforms such as Zhihu, Douban, and Tieba provide them with space to express their opinions and participate in discussions. On these platforms, college students can not only find like-minded friends, but also expand their horizons and knowledge through communication with others [3]. The diversity of communication methods reflects the high importance that contemporary college students attach to social needs, as well as their strong desire for information acquisition and dissemination. Through these platforms, they can not only maintain contact with friends and family, but also make more new friends and obtain more information and resources.

2.3 Content preferences

In terms of content preferences, contemporary college students exhibit obvious personalized and diversified characteristics in their selection of online information. They not only focus on academic and professional content, such as online courses, academic papers, and industry information, but also show a strong interest in entertainment, leisure, and lifestyle content. For example, funny videos, hot drama clips, music videos, and game live broadcasts on short video platforms are all content that they often browse and share.

At the same time, college students are also very concerned about social hot topics and public topics. They learn about current affairs news, participate in social discussions, and express their views and attitudes through online platforms. This behavior not only reflects their awareness of social responsibility, but also reflects their thinking about their own identity and social roles.

Overall, the content preferences of contemporary college students include both serious academic and professional content, as well as relaxed entertainment and leisure content. This broad range of interests not only enriches their knowledge structure, but also enhances their overall quality and social participation awareness.

2.4 Psychological characteristics

2.4.1 Self presentation and identification needs

The need for self presentation and identification is an important psychological feature in contemporary college students' online discourse. On online platforms, college students showcase their lives, interests, and perspectives by posting updates, sharing photos and videos, and other means. This behavior is not only a way for them to express themselves and showcase their personality, but also a

way for them to seek identification and a sense of belonging.

Through self presentation, college students hope to gain the attention and recognition of others, thereby enhancing their confidence and sense of self-worth. For example, receiving a large number of likes and comments on social media can make them feel satisfied and fulfilled. This desire for identity drives them to constantly showcase themselves on the internet and strengthen their social identity and role cognition through interaction with others.

2.4.2 Social sense of belonging and group pressure

In the online environment, social belonging and group pressure are also important factors affecting the discourse characteristics of college students. By participating in online communities and interest groups, college students can find like-minded friends and form stable social circles. This sense of belonging not only satisfies their social needs, but also enhances their sense of security and happiness.

However, at the same time, group pressure has also had a significant impact on the online discourse of college students. In some cases, in order to integrate into the group and gain recognition, college students may cater to the mainstream opinions of the group, and even change their views and behaviors. This group pressure may encourage them to actively participate in discussions and interactions, improve their social skills, or limit their independent thinking and personal expression.

In short, the characteristics of online discourse among contemporary college students are the result of multiple factors working together. Through in-depth analysis of discourse style, communication methods, content preferences, and psychological characteristics, we can have a more comprehensive understanding of the online behavior of this group and its underlying motivations and needs. This not only provides important basis for educational guidance, but also opens up new research perspectives for us to further explore the impact of online culture on youth.

3. Exploration of the reasons behind the characteristics of college students' online discourse

The characteristics of online discourse among contemporary college students are not only a manifestation of individual behavior, but also deeply reflect the influence of various aspects such as society, technology, and education. The following will delve into how these factors shape the online discourse characteristics of college students from three aspects: social and cultural background, technological development, and educational factors.

3.1 The influence of social and cultural background on online discourse

3.1.1 The impact of globalization and multiculturalism

The acceleration of globalization has led to increasingly frequent exchanges between different cultures. Contemporary college students are not only exposed to local culture, but also extensively exposed to cultural elements from other countries and regions such as Western culture, Japanese and Korean culture. These diverse cultures permeate the daily lives of college students through forms such as movies, music, literature, and games, and influence their language expression. For example, many college students often use abbreviations and catchphrases on the internet with obvious traces of European, American, Japanese, and Korean cultures, such as "LOL" (laughing out loud), "Aloha" (Hawaiian greeting), etc.

3.1.2 Social changes and changes in values

With the rapid changes in society, the social environment and values in which college students live have also undergone significant changes. Compared to the previous generation, contemporary college students pay more attention to personal expression and self realization. They tend to showcase themselves and express their opinions through online platforms in order to gain recognition and attention from others. This pursuit of individuality and freedom is manifested in the diversity of language styles and innovative expression methods in online discourse. In addition, the openness and inclusiveness of society also encourage college students to be more willing to express their true thoughts and emotions online.

3.1.3 The impact of social media and group culture

The popularization of social media has expanded the social circle of college students to the virtual world online. In these online communities and groups, a unique group culture has emerged that

emphasizes interaction, sharing, and immediate feedback. In order to better integrate into these groups, college students often use popular phrases and symbols within the group in online discourse to enhance their sense of intimacy and identification with others. For example, the "fan circle" culture on certain online platforms refers to the unique discourse system formed by college students in specific idol groups.

3.2 The relationship between technological development and the characteristics of online discourse

3.2.1 Popularization of mobile internet

With the popularization of mobile Internet, college students can access the network anytime and anywhere to exchange and obtain information. The rise of smartphones and various social applications has not only changed their way of communication, but also influenced their language style. The demand for quick and concise communication has prompted college students to use more concise and clear expressions such as abbreviations, emojis, and images in online discourse. This trend not only improves communication efficiency, but also enhances the intuitiveness and fun of information transmission.

3.2.2 Development of multimedia technology

The development of multimedia technology has provided college students with more diverse expression tools and means. In addition to written expression, they can also communicate through forms such as pictures, videos, and audio. This diverse form of expression makes college students' online discourse more diverse and three-dimensional. For example, the popularity of short videos and live streaming platforms has given rise to a large amount of online content primarily disseminated through visual and auditory means, making the discourse characteristics of college students on these platforms more vivid and concrete.

3.2.3 Application of artificial intelligence and big data

The development of artificial intelligence and big data technology has also had a profound impact on the online discourse characteristics of college students. Intelligent recommendation algorithms can push personalized information and content based on user interests and behaviors, which to some extent strengthens the content preferences and discourse styles of college students. At the same time, the development of speech recognition and natural language processing technology has made speech input and intelligent response possible, which not only facilitates communication but also has a subtle impact on the language habits and expressions of college students.

3.3 The shaping of online discourse characteristics by educational factors

3.3.1 Openness of educational environment

The openness and diversity of the educational environment in universities provide a vast space for college students to engage in online discourse. University education not only imparts knowledge, but also focuses on cultivating students' independent thinking ability and creative expression. Various academic discussions, lectures, and campus activities have enabled college students to actively participate in academic and social discussions online, thus forming a discourse feature of seriousness and entertainment coexisting.

3.3.2 Application of educational technology

The application of modern educational technology, such as online courses, electronic libraries, and academic databases, provides convenient learning resources and communication platforms for college students. These technologies not only promote the dissemination and exchange of knowledge, but also affect the online discourse characteristics of college students. For example, on online learning platforms, college students are accustomed to using professional terminology and standardized language for academic discussions, while on social media, they are more inclined to use easy to understand language and humorous expressions.

3.3.3 Teacher-student interaction and peer influence

In the process of university education, teacher-student interaction and peer influence are also important factors in shaping the characteristics of college students' online discourse. In classroom discussions, extracurricular activities, and social networks, the language style and communication style of teachers and classmates can have a subtle impact on college students. For example, the humorous or

rigorous language style of some professors may be imitated and borrowed by students, which can be reflected in their online discourse. Similarly, the expression and discourse habits of classmates around them can also have an impact on college students through interaction and communication.

In summary, the characteristics of online discourse among contemporary college students are the result of the combined effects of social and cultural background, technological development, and educational factors. Understanding the reasons behind these helps us to have a more comprehensive understanding of the online behavior and underlying motivations of college students, thereby providing scientific basis for educational guidance and social management.

4. The impact of online discourse on college students

As an indispensable part of the daily life of contemporary college students, online discourse has a multifaceted impact on them, with both positive and potential negative effects. The following will explore in detail the impact of online discourse on college students from the perspectives of information acquisition and dissemination, social interaction and personal development, virtual addiction and social barriers, as well as online violence and mental health issues.

4.1 Positive impact

4.1.1 Information acquisition and dissemination

The popularity of the Internet and the development of social media make information acquisition and dissemination extremely convenient and efficient. College students can quickly access the latest news, academic resources, technological trends, and social hotspots through various online platforms. The timeliness and breadth of this information not only broaden the knowledge of college students, but also enhance their thinking depth and critical ability. For example, through online discourse, college students can participate in academic discussions and research collaborations on a global scale, obtaining the latest research results and technological progress. This is of great significance for their academic research and career development. In addition, open platforms on the internet, such as MOOCs (Massive Open Online Courses) and various professional forums, provide rich learning resources and communication opportunities for college students, promoting their self-directed learning and knowledge sharing.

4.1.2 Social interaction and personal development

Online discourse has also played a positive role in promoting social interaction and personal development among college students. In social media and online communities, college students can communicate with people from different regions and cultural backgrounds, which not only broadens their social circles but also enhances their cross-cultural communication skills. Through online platforms, college students can join various interest groups and professional communities, share experiences and exchange opinions with like-minded individuals. This kind of interaction not only helps them grow in their professional field, but also enhances their social skills and teamwork abilities. At the same time, the self presentation and expression space provided by online platforms also provide important support for the personality development and self-identity of college students. For example, by writing blogs, posting videos, or participating in online discussions, college students can showcase their talents, gain recognition and encouragement from others, and thus enhance their confidence and sense of achievement.

4.2 Negative impacts

4.2.1 Virtual addiction and social barriers

Although online discourse provides abundant resources and convenient communication channels for college students, its negative impact cannot be ignored. Virtual addiction is one of them. Due to excessive reliance on the internet, some college students are prone to falling into the virtual world, which can affect their learning and social activities in real life.

Long term addiction to the internet can distract college students, reduce their learning efficiency, and even lead to psychological problems such as escaping reality and loneliness. In addition, excessive reliance on online socializing may lead to a decline in social skills in reality, forming social barriers. For example, some college students may appear active and humorous online, but in real life, they may

feel nervous and uneasy due to a lack of face-to-face communication experience, gradually forming obstacles in interpersonal communication.

4.2.2 Cyber violence and mental health issues

Online violence is another serious negative impact. Under the protection of anonymity and virtuality, words on the internet are often sharper and more malicious than in reality. College students may encounter forms of online violence such as verbal attacks, defamation, and defamation, which pose a huge threat to their mental health. Online violence not only causes emotional problems such as anxiety and depression, but can even lead to negative emotions such as inferiority and despair among victims, affecting their daily life and academic performance. Moreover, due to the concealment and spread of online violence, victims often find it difficult to receive timely and effective support and assistance, which exacerbates psychological pressure and loneliness.

5. Guidance methods for online discourse education for college students

In today's information society, the internet has become an important component of the daily life of college students. In order to help college students better utilize online resources and avoid their negative impacts, the educational guidance of online discourse is particularly important. The following will explore in detail the educational guidance methods of college students' online discourse from two aspects: setting educational goals and implementing educational strategies.

5.1 Education goal setting

Emphasize the cultivation of network literacy. Network literacy refers to an individual's ability to acquire, understand, evaluate, and create information in the online environment. Cultivating the network literacy of college students is the primary goal of guiding online discourse education. We help college students learn to identify false information and harmful content on the internet, cultivating their critical thinking and judgment abilities. We educate college students on network security knowledge, master methods to protect personal privacy and data security, and prevent online fraud and attacks. We enable college students to understand and comply with online laws and regulations, clarify the legality and standardization of online behavior, and avoid legal issues caused by inappropriate speech and behavior.

Guide healthy online communication. Healthy online communication refers to maintaining a positive, respectful, and responsible attitude in online interactions. Guiding college students to engage in healthy online communication can help create a positive online atmosphere and promote their mental health and interpersonal development. We educate college students to maintain civilized language on the internet, respect the opinions and rights of others, and avoid language attacks and malicious slander. We help college students learn to control their emotions, express their opinions rationally, and avoid conflicts and contradictions caused by emotional impulses in online communication. We encourage college students to engage in positive interactions online, share valuable information and experiences, and establish positive interpersonal networks.

5.2 Education strategy and implementation

In terms of curriculum design, universities should offer specialized courses on network literacy and network ethics, and incorporate online discourse education into the formal teaching system. Meanwhile, in terms of teaching methods, emphasis should be placed on innovation and diversity to improve teaching effectiveness. Case teaching can be used to analyze real cases of online events, allowing students to understand the consequences and impacts of online behavior, and learn from them. Role playing can also be used to organize students to simulate online communication scenarios, helping them master network etiquette and emotional management skills in practice. Meanwhile, a blended learning model can also be adopted, combining online and offline teaching resources, utilizing MOOCs, video tutorials, and online discussion platforms to provide flexible and diverse learning methods, enhancing students' sense of participation and interactivity.

Campus culture has a subtle influence on the online discourse behavior of college students. Building a healthy and upward campus culture can effectively guide college students' online behavior. In terms of campus culture construction, we can regularly hold activities such as network literacy promotion weeks, lectures, and workshops to improve students' network literacy and legal awareness

through expert lectures, thematic discussions, and interactive experiences. We establish and promote exemplary students who excel in online discourse, share their experiences and stories, and serve as role models to encourage more students to develop good online behavior habits. We support and encourage student clubs to organize activities related to online literacy, such as debate competitions, knowledge contests, and creative contests, to enhance students' participation and initiative through diverse forms.

Family and society are also important links in online discourse education for college students. Through family education and social support, a comprehensive and multi-level educational synergy can be formed to jointly guide college students to use the internet in a healthy manner. Parents should pay attention to their children's internet usage, maintain good communication with them, and timely understand their behavior and psychological state on the internet. By jointly learning about network literacy knowledge, parents can establish correct concepts and behavioral norms for their children's use of the internet. The government, enterprises, and social organizations should jointly participate in the education of network literacy for college students, providing necessary policy support, technical support, and resource investment. For example, the government can introduce relevant policies and regulations to regulate the online environment; Enterprises can develop and promote network security tools; Social organizations can carry out public welfare activities and popularize knowledge of network literacy. Universities can collaborate with education departments, network regulatory agencies, and mental health service agencies to establish information sharing and collaboration mechanisms, jointly address the challenges in online discourse education, and provide more comprehensive and professional support for college students.

By setting clear educational goals and implementing effective educational strategies, we can help college students improve their internet literacy, cultivate healthy habits of online communication, and better achieve self-development and social contribution in the era of the internet.

6. Conclusion

In the context of increasing informatization and globalization, the characteristics of online discourse and educational guidance methods of contemporary college students have become important topics in educational research. Through the analysis of the characteristics of contemporary college students' online discourse and the exploration of corresponding educational guidance methods, it is found that the online discourse of contemporary college students presents diverse and personalized characteristics. They express themselves, share opinions, and seek resonance online, with diverse and creative language styles. This diversity reflects not only the personal interests and values of college students, but also the multi-level and diverse social and cultural aspects. Online platforms provide convenient interaction channels for college students, allowing them to quickly communicate and interact with others, and participate in various online discussions and activities. The immediate feedback mechanism enhances their sense of participation and interactivity, but it may also lead to emotional and impulsive speech. The anonymity of the internet gives college students greater freedom of expression, allowing them to freely express themselves in virtual spaces. However, this anonymity also brings about the problem of speech misconduct, and some college students are prone to irresponsible or aggressive speech without restraint.

Therefore, actively exploring educational guidance methods and enhancing the network literacy of college students is the core goal of online discourse education guidance. By offering specialized courses, conducting case studies, and role-playing, we aim to help college students master information recognition and evaluation, security and privacy protection, and legal awareness, cultivating their critical thinking and sense of responsibility. We emphasize online etiquette, emotional management, and positive interaction by guiding college students to engage in healthy online communication. By promoting educational activities, role models, and club activities, we aim to create a positive online atmosphere and promote positive communication and personal growth among college students. We create a healthy and positive campus culture, and through various forms of promotional and educational activities and role models, we subtly influence college students' online behavior habits. Schools should play a leading role, create a supportive environment, and encourage students to establish correct online values. The joint participation of family and society is an important guarantee for online discourse education for college students. Parents should pay attention to their children's internet usage and strengthen communication and guidance; The government, enterprises, and social organizations should provide policy, technological, and resource support to form a comprehensive and multi-level educational synergy. Universities should establish collaborative mechanisms with education departments, network regulatory agencies, and mental health service agencies to jointly address the

challenges in online discourse education and provide more comprehensive and professional support for college students.

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