

Research on the influence mechanism of college students' mainstream consciousness leadership under the background of mobile Internet

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Abstract

In recent years, the rapid innovation and popularization of mobile communication and new media technologies have brought about profound changes in the mode of social information dissemination. For college students whose ideological values are still in the critical period of development and change, how to enhance their mainstream ideological leadership in the mobile Internet era and guide the ideological and behavioral development of college students with socialist ideology guided by Marxism has become a common focus of attention in society and academia. At present, the research on the mainstream ideological leadership of college students in the academic community mainly focuses on the negative impact of modern communication technologies such as new media on the ideological work of colleges and universities and the corresponding countermeasures, while the theoretical core and internal composition of the mainstream ideological leadership, as well as the deep impact logic, positive and negative impacts and systematic improvement paths of the technological and social changes in the mobile Internet era on the mainstream ideological leadership of college students are still insufficient. Therefore, this study aims to go beyond the research perspective of traditional college ideological education management, deeply explore the basic connotation and force composition of the mainstream ideological leadership, systematically analyze the deep impact logic of the mobile Internet era on the mainstream ideological leadership of college students, sort out its improvement opportunities, and explore the structural dilemmas in it, and propose a systematic path for improving the mainstream ideological leadership of college students.

Keywords

Mobile Internet, mainstream ideological leadership, college students, technological change.

1. Introduction

In recent years, the rapid innovation and popularization of mobile communication and new media technologies have brought about profound changes in the mode of social information dissemination. For college students whose ideological values are still in the critical period of development and change, how to enhance their mainstream ideological leadership in the mobile Internet era and guide the ideological and behavioral development of college students with socialist ideology guided by Marxism has become a common focus of attention in society and academia. At present, the academic research on the mainstream ideological leadership of

college students mainly focuses on the negative impact of modern communication technologies such as new media on the ideological work of colleges and universities and the corresponding countermeasures, while the theoretical core and internal composition of the mainstream ideological leadership, as well as the deep impact logic, positive and negative impacts and systematic improvement paths of the technical and social changes in the mobile Internet era on the mainstream ideological leadership of college students are still insufficient. Therefore, this study aims to go beyond the research perspective of traditional college ideological education management, deeply explore the basic connotation and force composition of the mainstream ideological leadership, systematically analyze the deep impact logic of the mobile Internet era on the mainstream ideological leadership of college students, sort out its improvement opportunities, and explore the structural dilemmas in it, and propose a systematic path for improving the mainstream ideological leadership of college students.

This study has important theoretical and practical significance. In theory, first, it helps to form a concrete analytical framework for the leadership of mainstream ideology and provide a detailed analytical path; second, it helps to deepen the theoretical review of the changes in the leadership of mainstream ideology of college students under the background of mobile Internet, systematically analyze the impact of mobile Internet on it, including deep interactive logic and opportunities and difficulties for improvement, and provide theoretical support for improving the leadership of mainstream ideology of college students; third, it helps to deepen and enrich the theoretical research content related to mainstream ideological education, communication and security. In practical significance, first, it helps to improve the systematization, standardization and humanization of the leadership of mainstream ideology and provide effective theoretical general principles; second, it helps to improve the level of cognition of the Communist Party of China, colleges and universities, mainstream media, self-media platforms and other relevant subjects on the development and changes of the leadership of mainstream ideology of college students under the background of mobile Internet, and promote in-depth understanding of this issue; third, it helps to improve the effectiveness of the leadership of mainstream ideology of college students and reduce work costs. At present, due to the subversive changes in the pattern, mode and concept of information dissemination, the leadership of mainstream ideology of college students faces various difficulties. Proposing a systematic path for leadership improvement provides strong theoretical and practical support for the practice of improving the leadership of mainstream ideology of college students under the background of mobile Internet to find the right direction and focus of work.

2. Current research status and development trends at home and abroad

2.1. Research on the relationship between the leadership of mainstream ideology and the background of mobile Internet

Lance Bennett (2005) further pointed out that the polarization of cyberspace requires people to re-evaluate the explanatory power of classical theories such as agenda setting on contemporary political communication phenomena. Samuel Woolley (2016) proposed the concept of "computational propaganda", believing that computational propaganda is propaganda that uses algorithms, automation and big data for dissemination. It is both a technical force that influences politics and a way to manipulate public opinion by deliberately distorting information, appealing to emotions and prejudices. Lu Lige and Li Yinghao (2018) explored the logical relationship between cyberspace and the construction of the mechanism of mainstream ideological leadership from the two aspects of the dependence relationship and the constraint and constraint relationship between cyberspace and the subject of mechanism construction. Zhang Sheqiang (2020) believes that the diversity, freedom, virtuality, concealment, openness, interaction and symbolization of new media information

dissemination have not only led to the dissolution of the authority of Marxist guiding ideology, but also weakened the recognition of socialist advanced culture. Li Xiaoling (2020) believes that the dilemma should be resolved by constructing corresponding mechanisms. Including the construction of integrated optimization mechanism, goal-oriented mechanism, dynamic research and judgment mechanism, work responsibility mechanism, interest guidance mechanism, feedback interaction mechanism, supervision and management review mechanism, mainstream cultural multiple leadership mechanism and new media ideology value interpretation mechanism and cultural guidance mechanism.

2.2. Research on the leadership of mainstream ideology among college students under the background of mobile Internet

Michael W. Apple (2001) discussed how the basic rules or courses of schools present and teach ideological structures in his book *Ideology and Curriculum*, and proposed that the leading role of educators should be emphasized and fully exerted. Alexander and Hanan A (2005) divided ideology into two categories in their article *Ideological Education: moral (or ethical) ideology*, which contains the conceptual conditions of human behavior: free will, moral wisdom and fallacy; and *immoral (or unethical) ideology*. Li Wei (2018) also believes that the fragmented dissemination of online public opinion information has greatly interfered with college students' value cognition and judgment. Chen Zhuoguo (2019) believes that it is the new communication technology that has promoted the increasing openness of the network environment, making the Western "Westernization" and "differentiation" plots more and more intense and more hidden. Liu Feng (2020) believes that ideological and political classes play an irreplaceable role in the correct formation of college students' values. Therefore, we should strengthen ideological leadership by grasping ideological and political classroom education, especially paying attention to the relationship between subjects in ideological and political education classes, and focusing on extracting textbook content with a limited number of class hours to promote thematic education and link to real-life issues.

2.3. Brief Comments

In recent years, the academic community has been enriching and developing research on the mainstream ideological leadership of college students under the background of mobile Internet. Although there has not been any targeted thematic research at home and abroad, scholars have conducted in-depth research on the mainstream ideological leadership, the relationship between the mainstream ideological leadership and mobile Internet, and ideological education in colleges and universities from different perspectives, laying a solid theoretical foundation for this study and providing useful reference. In general, there are still some shortcomings in the existing research.

In the "big communication" pattern under the background of mobile Internet, we should fully consider the identity characteristics of college students as "Internet users" while they are students on campus. Targeting the specific group of college students, the effective improvement of the components of the leading power of mainstream ideology and the optimized operation of the system structure through the collaborative work of the whole society are the fundamental ways to improve the leading power of mainstream ideology among college students under the background of mobile Internet.

3. The basic logic of influencing the mainstream ideological leadership of college students under the background of mobile Internet

3.1. Evolution and characteristics of mobile Internet

The development of mobile Internet has gone from a simple communication tool in the early days to a complex and diverse network ecosystem today. Its technological progress and popularization of applications have brought about tremendous changes in the way information is disseminated. In the 1990s, the emergence of the Internet changed the way information is disseminated, but its impact was mainly limited to fixed locations and devices. Entering the 21st century, with the rapid development of mobile communication technology, the popularity of smart phones and mobile applications has enabled people to access the Internet anytime and anywhere, making it more convenient and efficient to obtain and disseminate information. This feature of information acquisition and dissemination anytime and anywhere has led to an unprecedented increase in the speed and breadth of information dissemination. Mobile Internet has not only changed the physical carriers and technical means of information dissemination, but has also profoundly affected the mode and concept of information dissemination, forming a user-centered, diversified and instant dissemination feature. For college students, mobile Internet has become their main channel for obtaining information, exchanging ideas and expressing opinions. This change has greatly affected the dissemination and guidance of mainstream ideology.

3.2. The main guiding force moves downward

In the context of mobile Internet, the subject of mainstream ideological guidance has gradually shifted from traditional official media and educational institutions to individuals and self-media. The traditional mainstream ideological dissemination mainly relies on the authority of the state and institutions, and is systematically disseminated and guided through official media, school education and other channels. However, the popularization of mobile Internet has greatly lowered the threshold for information dissemination, and any individual or organization can publish and disseminate information through social media and self-media platforms. This downward shift of information dissemination power has led to the diversification and decentralization of the subject of mainstream ideological guidance. As one of the main users of the Internet, college students are more susceptible to the influence of multiple information in cyberspace. The guiding power of traditional authoritative dissemination subjects has been weakened, and the role of self-media and individual users in ideological dissemination has become increasingly prominent, showing the characteristics of personalization, fragmentation and decentralization. This change not only challenges the effectiveness of mainstream ideological dissemination, but also increases the complexity and uncertainty of guidance work.

3.3. Transformation of channel communication power

With the development of mobile Internet, information dissemination channels have undergone profound changes, from a single, linear dissemination model to a diversified, interactive dissemination model. Traditional media such as television and newspapers mainly rely on one-way dissemination, while mobile Internet emphasizes interactivity and participation, and achieves rapid dissemination and wide coverage of information through social media, instant messaging tools, etc. As heavy users of mobile Internet, college students are accustomed to obtaining and sharing information through platforms such as WeChat, Weibo, and Douyin. The decentralized and open characteristics of these platforms make information dissemination more flexible and diverse. However, this transformation of dissemination power has also brought about problems such as uneven information quality and the proliferation of false information, weakening the authority and credibility of mainstream ideological information. At the same time, the excessive entertainment and shallow dissemination of information also

make serious ideological education face greater dissemination difficulties. To effectively enhance the mainstream ideological leadership of college students, it is necessary to adapt to this change in dissemination channels, make full use of the advantages of new media, and enhance the attractiveness and influence of dissemination content.

4. Opportunities for improving the leadership of college students' mainstream ideology under the background of mobile Internet

4.1. Subjective Guidance Dimension

In the context of mobile Internet, the improvement of subject guidance faces new opportunities. The popularity of mobile Internet enables colleges and universities, governments and mainstream media to reach college students more directly and efficiently. Through social media platforms, relevant subjects can publish information in real time, interact with college students, and respond to their concerns and questions in a timely manner. This instant interaction not only helps to enhance the affinity and credibility of the guiding subject, but also can timely grasp the ideological trends and needs of college students and carry out targeted guidance and education. In addition, through big data analysis and artificial intelligence technology, the subject's guidance can accurately grasp the interests and behavior patterns of college students, formulate more practical and attractive ideological communication strategies, and improve the effectiveness and coverage of guidance.

4.2. Content interpretation dimension

In the context of mobile Internet, the improvement of content interpretation has also ushered in new opportunities. The advancement of Internet technology and the diversification of new media platforms have made the expression of ideological content more colorful. Through the use of illustrated videos, audios and interactive content, ideological education can be made more vivid and interesting, enhancing the acceptance and identity of college students. In addition, new media platforms provide a variety of expression and dissemination forms, such as live broadcasts, short videos, social interactions, etc., so that ideological content can be presented in a more flexible and innovative way, breaking through the limitations of traditional dissemination methods. At the same time, with the help of user-generated content (UGC) and the sharing mechanism of social media, college students' enthusiasm for participation can be stimulated, allowing them to actively participate in the creation and dissemination of ideological content, and enhance their understanding and recognition of mainstream ideology.

4.3. Channel Communication Power Dimension

In terms of channel communication power, the mobile Internet provides unprecedented communication channels and platforms, which greatly enhances the communication ability of mainstream ideological content. The widespread use of social media, mobile applications and instant messaging tools has significantly increased the speed and breadth of information dissemination. Through these emerging channels, mainstream ideological content can be quickly communicated to the majority of college students. In addition, the interactive and participatory characteristics of the mobile Internet allow communication subjects to conduct two-way communication and interaction with college students, respond to their feedback and questions in a timely manner, and enhance the effectiveness and pertinence of communication. By establishing a multi-level, multi-channel communication network, we can achieve all-round coverage of mainstream ideological content and improve communication effects and influence. Using these emerging communication channels, mainstream ideological guidance can better adapt to college students' acceptance habits and communication characteristics, and improve the effectiveness and penetration of guidance.

5. The dilemma of improving the mainstream ideological leadership of college students under the background of mobile Internet

5.1. The main guiding force is weakened

In the context of the mobile Internet, the main guiding power of mainstream ideologies is faced with the dilemma of being significantly weakened. Traditional mainstream ideological dissemination relies on the authority of official media and educational institutions, but the decentralized characteristics of the mobile Internet challenge the authority and credibility of information dissemination. The information sources that college students are exposed to are diverse and difficult to control. The rise of social media, self-media and various unofficial platforms has dispersed the guiding power of mainstream ideology. The information dissemination of self-media and individual users is more personalized and fragmented, which weakens the influence and credibility of traditional authoritative media, making it difficult for mainstream ideological guidance to form a unified voice and effective communication effects. This weakening of guiding power increases the complexity and uncertainty of ideological communication, and affects the communication effect and influence of mainstream ideology.

5.2. Reduced content interpretability

The rapid development of mobile Internet has brought about an explosive growth of information, but it has also affected the quality and depth of the content. In the vast amount of information, serious ideological education content is often submerged in the entertainment and fragmented information flow. College students are more easily attracted by short and fast entertainment content, which leads to their lack of interest and attention to serious ideological content. In addition, the algorithm recommendation mechanism of new media platforms tends to push popular content rather than important and profound ideological education content, which further reduces the dissemination and interpretation effect of mainstream ideological content. The shallowness and entertainment tendency of content limits the depth and breadth of ideological dissemination, making it difficult to effectively touch the deep thoughts of college students, affecting the educational effect and recognition of mainstream ideological content.

5.3. Decline in channel communication power

Although the mobile Internet provides a wealth of communication channels, the communication power of these channels has shown a downward trend to a certain extent. The influence of traditional media in the mobile Internet era has gradually weakened. Although emerging social media and self-media platforms have advantages in communication speed and coverage, their communication stability and durability are relatively weak. The attention of college students is easily distracted by various emerging media. The fragmentation and instability of information dissemination make it difficult for mainstream ideological content to form a lasting and far-reaching impact. In addition, false information and rumors spread quickly and are difficult to control. These negative information often compete with mainstream ideological content for attention, further weakening the authority and credibility of mainstream ideological dissemination. The decline in channel communication power has led to serious challenges to the coverage and influence of mainstream ideological content, making it difficult to form effective dissemination and guidance effects.

6. The path to improving the mainstream ideological leadership of college students in the context of mobile Internet

6.1. Promoting the coordinated guidance of responsible and social entities

In the context of mobile Internet, enhancing the mainstream ideological leadership of college students requires the coordinated guidance of multiple responsible entities. The government, colleges and universities, mainstream media and self-media platforms should form a joint force to jointly promote the dissemination and education of ideology. The government should formulate relevant policies and regulations to regulate the dissemination of Internet information and strengthen the supervision of false information and harmful content; colleges and universities should integrate ideological education into the curriculum system and use resources inside and outside the school to carry out diversified ideological and political education activities; mainstream media should play their authority and credibility and actively spread mainstream ideological content; self-media platforms should assume social responsibility, strengthen content review and guidance, and build a healthy and positive online public opinion environment. Through the collaborative cooperation of various entities, a strong ideological dissemination network can be formed to jointly enhance college students' sense of identity and acceptance of mainstream ideology.

6.2. Gathering the main body of guidance

Gathering the guiding power of the subject is the key to enhancing the leading power of mainstream ideology among college students. In the context of mobile Internet, the traditional one-way communication model can no longer meet the needs of college students, and it is necessary to build a diversified communication subject system. College teachers, experts and scholars, outstanding alumni, etc. can interact with college students face-to-face or online through lectures, forums, social media live broadcasts, etc., to enhance the appeal and influence of mainstream ideological content. At the same time, cultivate a group of Internet celebrities with positive energy and influence, let them become the disseminators and leaders of mainstream ideology, and use their influence to drive college students to identify with and accept mainstream ideology. By gathering the guiding power of multiple subjects, we can form a joint force to jointly promote the dissemination and deepening of mainstream ideology among college students.

6.3. Gathering high-quality communication materials around mainstream ideology

To enhance the mainstream ideological leadership of college students, we must focus on gathering and disseminating high-quality ideological content materials. The creation of mainstream ideological content should focus on combining the interests and needs of college students, and adopt a variety of forms and means, such as short videos, animations, micro-films, comics, etc., to present profound theoretical content in a vivid and interesting form to enhance its appeal and appeal. In addition, we should make full use of the technical advantages of mobile Internet, accurately grasp the interests and preferences of college students through big data analysis and artificial intelligence technology, push personalized ideological education content, and enhance the pertinence and effectiveness of dissemination. At the same time, we should encourage college students to participate in the creation and dissemination of mainstream ideological content, and stimulate their creative enthusiasm and participation awareness through UGC (user-generated content), so that they can enhance their recognition and understanding of mainstream ideology in their participation. By gathering high-quality dissemination materials and enriching dissemination content, we can enhance the appeal and influence of mainstream ideology among college students.

7. Conclusion

Under the background of the rapid development of mobile Internet, the mainstream ideological leadership of college students faces unprecedented opportunities and challenges. This paper analyzes the deep-seated logic of the influence of mobile Internet on the mainstream ideological leadership of college students, and explores the influencing factors from three aspects: the evolution and characteristics of mobile Internet, the downward shift of subject guidance, and the transformation of channel communication. The technical and social changes of mobile Internet have made information dissemination more convenient and diversified, but also brought difficulties such as weakening of subject guidance, reduced content interpretation and declining channel communication.

In response to these challenges, this article proposes three paths to enhance the leadership of mainstream ideology among college students: promoting the coordinated guidance of responsible and social subjects, gathering diversified subject guidance forces, and gathering high-quality communication materials around mainstream ideology. These measures aim to enhance the influence and recognition of mainstream ideology among college students through multi-party collaboration, innovative communication forms, and precise content delivery.

In summary, the mobile Internet provides a new platform and means for the dissemination of mainstream ideology, and at the same time requires us to pay more attention to the quality of content and the diversity of dissemination in ideological guidance. By building a diversified dissemination subject system, innovating dissemination forms, and optimizing dissemination channels, we can effectively enhance the mainstream ideological leadership of college students in the new dissemination environment, and lay a solid foundation for the widespread dissemination and deep recognition of the socialist core values among college students. Future research can further explore specific implementation strategies and effect evaluation to provide more systematic and comprehensive theoretical support and practical guidance for ideological education.

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