

Research on Strategies for Guiding Online Public Opinion in Universities in the Post-Truth Era

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Date: 2023-07-20T00:00:00+00:00

Abstract

The post-truth era, as a product of socio-economic development, represents a political-cultural phenomenon characterized by emotion superseding reason and sentiment outweighing truth, which has become a prominent feature of online public opinion in this epoch. Confronted with multifarious information, promoting the guidance of university online public opinion constitutes an imperative choice for enhancing the discourse power of mainstream ideology in universities, a necessary prerequisite for maintaining the secure development of university cyberspace, and an essential requirement for fostering socialist core values among university students. At present, China's university online public opinion guidance efforts continue to face challenges including insufficient guidance capacity, imperfect guidance mechanisms, and inadequate team building. To address these issues, it is essential to uphold the dominant position of mainstream ideology in universities and steadfastly defend the primary front of ideological and political education; rigorously implement top-level institutional design in universities and refine mechanisms for handling and guiding public opinion; strengthen systematic thinking among diverse university stakeholders and improve collaborative governance capabilities for public opinion; innovate the technical discourse system in universities and enhance the dissemination power of online public opinion discourse, thereby cultivating a favorable online environment in universities.

Full Text

Research on Strategies for Guiding University Network Public Opinion in the “Post-Truth” Era

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Abstract

The “post-truth” era represents a product of socio-economic development. As a political and cultural phenomenon, it is characterized by sensibility superseding rationality and emotion outweighing facts, which has become a defining feature of network public opinion in this period. Amidst complex and diverse information flows, strengthening guidance of university network public opinion constitutes an inevitable choice for enhancing the discursive power of mainstream ideology in higher education, a necessary precondition for maintaining the secure development of university cyberspace, and an essential requirement for cultivating socialist core values among college students. Currently, China’s university network public opinion guidance still faces challenges including insufficient guidance capacity, imperfect guidance mechanisms, and inadequate team building. To address these issues, universities must steadfastly uphold the dominant position of mainstream ideology and maintain the primary role of ideological and political education; rigorously implement top-level institutional design to improve public opinion processing and guidance mechanisms; strengthen systematic thinking among all university stakeholders to enhance collaborative governance capabilities; and innovate technical discourse systems to elevate the communicative power of network public opinion, thereby fostering a healthy online environment in higher education.

Keywords: “Post-truth” era; university network public opinion; public opinion guidance; informatization; student-centered approach

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Funding: This research is an outcome of the Shaanxi University of Technology 2023 Graduate Education Teaching Reform Research Project: “Research on Teaching Reform and Practical Innovation of Graduate Ideological and Political Courses” (Project No.: SLGYJG2307).

In the “post-truth” era, personal emotions and public beliefs exert greater influence than objective facts in the expression of public opinion. As President Xi Jinping stated: “In the new era and new journey, the important role of cybersecurity and informatization is becoming increasingly prominent.” The internet serves as the primary battlefield and frontier for national mainstream ideological propaganda, while college students constitute the main force participating in university network discourse. They are adept at engaging with

new phenomena, yet their value systems remain underdeveloped, resulting in relatively weak judgment, discernment, and self-control. The complexity of network public opinion combined with the immaturity of university student groups exacerbates the instability of university network public opinion. In the “post-truth” context, university networks exhibit new characteristics and changes in subject-object relationships, content features, and guidance spaces. Therefore, by analyzing the value implications of strengthening university network public opinion guidance, summarizing existing problems and challenges, this study provides corresponding countermeasures to effectively enhance guidance capacity.

I. Value Implications of Strengthening University Network Public Opinion Guidance in the “Post-Truth” Era

University network public opinion guidance in the “post-truth” era demonstrates new features and patterns. Compared with traditional university network public opinion, the public now attaches greater importance to emotional expression and conceptual articulation regarding hot-button issues in cyberspace, while judgments about objective facts become increasingly ambiguous. A review of current domestic and international scholarship reveals that research on university network public opinion primarily focuses on content characteristics, problems in student guidance, and integration with ideological and political education, yet theoretical research specifically contextualized within the “post-truth” era remains relatively scarce. As an ideological and political education practice, guiding university students’ network public opinion in the “post-truth” era represents an inevitable choice for enhancing mainstream ideological discourse power, a necessary preparation for maintaining healthy development of university online opinion spaces, and an essential requirement for cultivating socialist core values.

(I) An Inevitable Choice for Enhancing Mainstream Ideological Discourse Power in Universities

University network public opinion guidance must first adhere to the Party’s principles. Upholding Party control over the internet is crucial, as ideology concerns the flag and national political security. President Xi Jinping emphasized: “Mastering ideological leadership means safeguarding national sovereignty and political power” [1]. In the “post-truth” era, facing increasingly complex international and domestic opinion spaces where virtual and real environments interpenetrate, mainstream discourse arenas and power face more rapid, intense, and diversified impacts. However, objective truth has not disappeared in this era; rather, emotionalism has gained ascendancy over rationalism, and information transmission methods have undergone particular transformations. Universities serve as primary arenas for network ideology propaganda, with college students as main participants and information recipients. Western capitalist countries, under the pretext of cultural exchange, export capitalist values, exploiting the “post-truth” context to spread ideologies such as “historical nihilism” and “ne-

oliberalism,” attempting to manipulate students’ identification with mainstream ideology and fundamentally conducting ideological infiltration that directly impacts China’s political and educational systems. Upholding Party guidance of university network public opinion directly relates to mastering discourse, leadership, and management power of mainstream ideology in higher education, and directly concerns the construction and guidance of correct ideological concepts and values among college students.

(II) A Necessary Preparation for Maintaining Secure Development of University Network Opinion Space

The decentralization of university network public opinion guidance exacerbates instability in cyberspace. In the “post-truth” era, university network opinion spaces have greatly expanded, with public opinion foundations continuously rewritten or even subverted. Information decentralization, fragmentation, and fluidity render truth uncertain and diminish its uniqueness. University network opinion spaces in this era exhibit three key characteristics. First, the foundation of public opinion construction has shifted to “weakened facts.” As truth is constantly overturned and deconstructed through media flows, when unverified information enters universities, the opinion arena generates multiple “truths” from different perspectives, eroding the traditional foundation of university network public opinion. Second, university opinion spaces demonstrate emotional characteristics, particularly regarding social hotspots affecting student interests. Students’ immediate reaction is to “take sides,” prioritizing positions over facts. Numerous “paid posters” emerge in the opinion space, publishing content designed to trigger emotional resonance among students through alternative narratives employing entertainment and carnival-style expressions, creating a “Tower of Babel effect” where people no longer seek ultimate truth but instead quarrel and suspect one another, plunging university cyberspace into a crisis of trust. Third, university opinion circles share “information cocoons.” These cocoons form when groups construct different opinion circles based on values, wealth disparity, and knowledge hierarchies, with members consciously isolating external information and sharing internal values. University network information cocoons develop rapidly, as students actively participate in platforms like Bilibili (a video-sharing platform), Xiaohongshu (a lifestyle content platform), Weibo (a microblogging platform), and Douyin (the Chinese version of TikTok). Within these cocoons, students exhibit strong clustering and homogenization tendencies. Under intense emotional needs for group identification, different circles continuously aggregate, forming larger information cocoons. When opinion influencers publish negative commentary to attract traffic and affect opinion trends, they more easily trigger emotional resonance and induce extreme thinking and radical behavior, rendering university network opinion spaces uncontrollable.

(III) An Essential Requirement for Cultivating Socialist Core Values Among College Students

The alienation of trust in university network opinion guidance undermines the internalization of socialist core values among students. Network usage has become a lifestyle for college students [2], yet the “post-truth” era has precipitated a “trust alienation” crisis. In traditional information channels, people placed higher trust in mainstream media and university official outlets. However, the diversity and profit-seeking nature of market economies have led to varied value concepts [3], while “pseudo-facts” blend rumors with truth, creating a hybrid structure of authenticity that severely impacts the credibility of traditional mainstream media and correspondingly distorts students’ socialist core values. In the “post-truth” era, university students are dispersed across different platforms. In seemingly anonymous online spaces, when confronting negative information about international situations, national policies, social hotspots, or personal interests, students’ understanding of socialist core values often remains at the theoretical level, potentially causing their value orientations and behavioral choices to deviate from original cognitions. Particularly given students’ relative lack of critical thinking, cognitive levels, and analytical spirit, their understanding of university network events lacks theoretical analysis and comprehensive consideration. Instead of tracing truth to its source, they exhibit two extreme emotions: either impulsive, “emotional” venting without considering consequences, or silence to avoid isolation due to high opinion pressure—the “spiral of silence” effect is instead strengthened. Both forms of “partial generalization” thinking continuously negate and deconstruct truth in university opinion arenas, causing students to vacillate between virtual and real worlds. On one hand, they become “symbolized, digitized individuals” in dazzling cyberspace; on the other, they experience emotional coldness and spiritual poverty in reality, falling into the trap of “information alienation.” This inevitably undermines the establishment and internalization of socialist core values and hinders the development of students’ abilities to comprehensively integrate, objectively analyze, and critically reflect.

II. Real Challenges in Guiding University Network Public Opinion in the “Post-Truth” Era

With continuous updates in internet technology and computer equipment, information transmission speed and methods multiply. According to the “China Youth Internet Behavior Survey Report,” university students possess unique group characteristics, approaching uncertain information with subjective coloring, high randomness, and conformity tendencies, particularly during the sensitive adolescent period when personalities tend toward impulsivity [3]. Diverse information platforms enable students to publish low-cost statements across forums, Weibo (a microblogging platform), Bilibili (a video-sharing platform), and other platforms. The rapid information dissemination creates real problems during the germination, generation, and propagation stages of university network

public opinion, including insufficient guidance capacity, imperfect mechanisms, and talent shortages, posing severe challenges to effective guidance in the “post-truth” era.

(I) Insufficient Guidance Capacity for University Network Public Opinion in the “Post-Truth” Era

In the “post-truth” era, the “gatekeeper” identity of university guidance subjects has been weakened. Digital media disseminates information faster and more extensively to the general public, diminishing the role of professional journalists in “screening and gatekeeping.” China’s university network public opinion guidance faces problems including inadequate positional awareness and innovation capacity among some university leaders. On one hand, facing interference from domestic and international opinion environments, some university faculty and students lack sufficient positional awareness in network public opinion, with fragmented and one-sided information making them susceptible to Western capitalist values, indicating room for improvement in bottom-line thinking and dialectical thinking capabilities. On the other hand, the university network public opinion environment requires further improvement. In the “post-truth” era, universities’ investment in high-tech introduction and funding remains relatively low, particularly in local universities lacking “software” and “hardware” infrastructure. Universities must reasonably utilize modern information technology, enhance acceptance and usage of big data, cloud computing, and other technologies, improve the efficiency and quality of public opinion guidance work, and create a favorable opinion environment.

(II) Imperfect Guidance Mechanisms for University Network Public Opinion in the “Post-Truth” Era

University network public opinion features rapid dissemination and diverse content, making the establishment of sound guidance mechanisms crucial for scientific analysis and effective intervention in emergent public opinion. However, despite preliminary mechanism construction, universities face problems including unclear processes and implementation details. On one hand, under “post-truth” conditions, university network public opinion regulation is inadequate, with administrative departments often falling into disarray, lacking crisis management experience, and demonstrating low coordination among departments. These departments tend to focus on “fragmented” issues and self-interest, resulting in low information sharing capacity and weak data collection and management capabilities, placing universities at a disadvantage with insufficient control during public opinion guidance processes. On the other hand, the “post-truth” era reveals missing positions among some guidance subjects, inter-departmental buck-passing, and low efficiency. Without proper planning and sufficient experience, public opinion management information systems remain incomplete, with inadequate information processing and review. When relevant departments fail to make proper arrangements, students can easily become embroiled in public

opinion disputes, unable to make rational, scientific judgments [4], significantly undermining universities' ability to improve guidance work efficiency and quality.

(III) Inadequate Team Building for University Network Public Opinion Guidance in the “Post-Truth” Era

Professional talent teams serve as the guarantee for efficient operation of university network public opinion guidance, yet some universities lack practical experience and scientific guidance [5]. On one hand, university network public opinion guidance teams are overly homogeneous. Some universities maintain a “fluke mentality,” failing to establish specialized guidance teams. When emergent events occur, they temporarily “assemble” teams from different fields. While seemingly comprehensive, these teams lack professional theoretical knowledge and practical experience, as well as technically capable professionals for analysis and judgment. On the other hand, universities insufficiently emphasize team cultivation. Elevating the digital and informational capabilities of guidance teams has become an urgent priority. Current technological updates impose higher requirements on public opinion professionals, with network technology serving as technical support and guarantee for guidance work. However, some local universities still employ traditional network monitoring technologies with low sensitivity in “capturing” sensitive information, relatively backward informatization levels among guidance teams, and inadequate technical mastery, making it difficult to handle university emergent public opinion crises scientifically and efficiently.

III. Countermeasure Analysis for Guiding University Network Public Opinion in the “Post-Truth” Era

University network public opinion guidance has become an important component of ideological work. In the “post-truth” era, the contradiction between relatively backward governance and increasingly complex guidance demands represents a prominent characteristic. Therefore, university network public opinion guidance must center on national development directions, uphold socialist core values, strengthen positional, institutional, organizational, and innovative capacities, ensure mainstream ideology plays a leading role, and safeguard university network security positions.

(I) Positional Capacity: Upholding Mainstream Ideological Status and Maintaining the Primary Role of Ideological and Political Education

University network public opinion guidance in the “post-truth” era must grasp the leadership of mainstream ideology and maintain the primary position of ideological and political education. Facing increasingly complex international situations and unprecedented domestic changes, contemporary college students have

transformed from information recipients to information disseminators. Everyone can possess a microphone and the right to disseminate information, yet this also creates uneven information quality, posing a major obstacle to public opinion guidance. As a vehicle for ideological and political education, universities serve as crucial hubs for consolidating students' ideological foundations. "Post-truth" era student guidance must leverage university proactivity, strengthen control over network information dissemination, accurately judge sensitive topics, and transition from "gatekeeper" to "guide."

1. "Guarding Against External Threats": Constructing a University Network Security "Firewall" System "Competition among world cultures is essentially competition among value concepts, for people's hearts, and for ideology" [6]. Universities must scientifically and legally utilize campus network advantages to monitor faculty and student ideological trends, particularly when early warning systems detect penetration by erroneous trends such as Western capitalist "historical nihilism," "liberalism," and "money worship," as well as non-mainstream ideological values. They must resolutely control sources, develop network public opinion response capabilities, and properly handle relationships between mainstream ideology and erroneous trends, between positive guidance and negative public opinion, defending network positions and firmly holding the ideological front. On official platforms with high credibility such as university websites, Weibo (microblogging platforms), and WeChat official accounts, universities should establish targeted, guidance-oriented special sections to promptly intervene and respond positively, understand faculty and student ideological states, and achieve precise interaction and guidance.

2. "Alleviating Internal Concerns": Fulfilling the Fundamental Task of "Cultivating Morality and Nurturing Talent" in Ideological and Political Education Ideological and political educators must integrate Marxist theory throughout the entire university education process, combining universality with particularity. They should regularly review and update teaching plans and content according to different grades and majors, strictly adhere to teacher ethics standards, and regulate their own behavior. Simultaneously, university students must concern themselves with national development, strengthen "political consciousness" and "overall situation awareness," reinforce "bottom-line thinking," and continuously cultivate their national and holistic perspectives. Especially in the "post-truth" era, when confronting fragmented and one-sided information, students must heighten vigilance and discernment. When facing uncertain events, they should arm and protect themselves with dialectical materialism, treat network public opinion objectively and rationally, and grasp its direction.

(II) Institutional Capacity: Rigorous Top-Level Institutional Design and Improved Public Opinion Processing and Guidance Mechanisms

University network public opinion in the “post-truth” era represents a product of information technology and educational development to a certain stage. Its occurrence is sudden, concentrated, and inevitable, with the key lying in “guidance” [7]. Universities must take Marxist journalism as theoretical guidance, establish and improve top-level institutional design, and effectively guide public opinion.

1. Strengthening the Political Resolve of University Network Public Opinion Guidance Systems

A favorable network public opinion environment forms the foundation for enhancing guidance effectiveness [8]. Maintaining political integrity ensures that university leaders adhere to the principles of cultivating talent for the Party and the nation when handling network public opinion, strengthening the authority of guidance work. First, universities must formulate public opinion development supervision mechanisms, manager responsibility systems, work reporting and supervision mechanisms, and crisis management systems based on national policies and documents regarding network public opinion, implementing ideological work responsibility systems and completing top-level design. Starting from specific university public opinion cases, they should refine division of responsibilities, regularly hold ideological security meetings, enhance responsibility and accountability awareness among leaders at all levels, and identify public opinion directions and coordinates. Second, universities must improve management mechanisms for positive guidance and negative constraint. Facing “post-truth” opinion chaos, they should formulate targeted, practical, and applicable guidance mechanisms, firmly grasping news influence, improving standardized management of positive governance, and perfecting internal structures. Third, universities must strengthen legal supervision and campus accountability systems. Following the principle of “whoever hosts, whoever is responsible; whoever approves, whoever supervises,” they should enhance data security and personal information protection, conduct regular legal inspections of campus public opinion, promote cybersecurity knowledge throughout the university, improve awareness and self-protection skills, and strictly hold accountable those violating laws, social ethics, or campus regulations, creating a closed-loop supervision system.

2. Enhancing the Governance Capacity of University Network Public Opinion Guidance Mechanisms

Developing “full-cycle management” awareness [9], universities should establish unified and efficient network security risk reporting, analysis, and disposal mechanisms, constructing governance systems covering situation awareness, collection and monitoring, analysis and judgment, emergency response, and guidance rectification. First, improving awareness of public opinion development trends provides prerequisite protection against larger incidents. Unrecognized risks constitute the greatest risk. Given internet openness in the “post-truth” era, digital media has become the

primary source, amplifying network opinion spaces. Universities must comprehensively strengthen network security inspections, conduct round-the-clock “surveys” of campus network environments, capture divergent opinions from complex information based on public opinion development patterns, set special keywords and sensitive phrases, conduct “trend capturing” and visual analysis of potentially explosive information, and enhance perception capabilities. Second, public opinion analysis represents the logical starting point for crisis response [10]. To satisfy public demand, “truth” is constantly reversed, constructed, or even subverted in the “post-truth” era, making enhanced collection, monitoring, and analytical capabilities crucial for modern governance. Universities must increase funding and technological investment in monitoring, update information monitoring systems, establish dynamic monitoring of student emotions, frequency, and discourse trends, integrate data and conduct scientific analysis to achieve precise tracking of public opinion emergence, fermentation, and outbreak, enabling systematic processing of emergent events. Third, universities must improve emergency response and guidance rectification. The rapidity and uncontrollability of public opinion dissemination require universities to grasp complex situations and curb negative spread. On one hand, they must seize initiative and timeliness by establishing professional spokespersons to respond immediately, maintaining control and guiding public opinion toward rational, stable states. On the other hand, speaking out forms the basis of guidance, while accuracy is key. Universities must uphold truthfulness, carefully deliberate when facing emergent events, neither downplaying nor exaggerating, objectively and precisely judging trends to produce valuable, principled voices.

(III) Organizational Capacity: Strengthening Systematic Thinking Among All University Stakeholders to Enhance Collaborative Governance

In the “post-truth” era, diversified information production and dissemination methods transfer increasing discursive power to media, with online rumors and false information spreading freely across social platforms. University network public opinion governance cannot “go it alone” but must transform traditional “top-down” management systems, stimulate systematic thinking among diverse stakeholders, and build systematic, holistic, and professional collaborative governance systems.

1. Strengthening Systematic Thinking and Building Professional Public Opinion Teams

The circle culture of the “post-truth” era accelerates media convergence. Universities must establish multi-stakeholder management teams led by Party and government organs, primarily composed of public opinion experts and supplemented by ideological and political educators. First, fully leverage the “fulcrum” role of university Party committees with “two-wing” collaboration from propaganda and business departments. Strengthen the implementation of the work responsibility system for university Party committees, give full play to the main responsibilities of Party committees at all

levels, functional departments, teaching staff, and student groups, refine work deployments of various departments, and clarify responsibilities of all types of subjects. Based on the harm and dissemination of incidents, accurately assess risk sources, points, and intensity, conduct risk level evaluations, approve emergency response plans, clarify external response content, and promote efficient operation of university public opinion governance. Second, change the traditional “top-down” management model. Fundamentally, team building requires cultivating professional talent, forming governance teams with key participation from school leaders, heads of relevant colleges and departments, journalists, public opinion analysts, and university opinion leaders. By establishing emergency “task forces,” enhance departmental sensitivity and vigilance, review external content and messaging to prevent “secondary disasters” caused by inappropriate statements from individual departments or personnel. Third, establish a university press spokesperson system. Conduct professional training for cadres with solid professional qualities, good psychological resilience, and strong adaptability to enhance news knowledge reserves.

As the essence of humanity lies in “human beings” themselves, university public opinion governance must grasp the “fundamental” of governance subjects, follow public opinion development patterns, and master scientific methods and techniques to make guidance efforts twice as effective with half the effort.

2. Enhancing Coordination and Synergy to Increase Guidance Effectiveness

The diverse public opinion constructed in the “post-truth” era requires university network governance to combine multiple stakeholders including government, ideological and political educators, and student groups to enhance guidance synergy and jointly build university network security defenses. First, strengthen cooperation with government to establish and improve external collaboration mechanisms, creating information sharing and co-governance systems with local propaganda, cyberspace administration, regulatory, and education departments to form systematic and authoritative “information chains.” Deepen cooperation among government, universities, and network media, with network media joining mainstream media to intensify review and filtering of university public opinion information, improve “gatekeeping capabilities,” grasp the main melody of the new era, and strengthen mainstream value guidance. Second, leverage the guiding advantages of ideological and political educators. In the “post-truth” era, students easily deviate from political direction under the influence of negative, emotional public opinion. Ideological and political educators must arm students with Marxist theory to enhance independent thinking and discernment, enabling them to adhere to materialist viewpoints and methodologies amidst chaotic information and develop critical thinking. Third, university network public opinion guidance must enhance students’ new media literacy with moral education at its core. Some students fall into the “post-truth” vortex primarily due to inadequate critical thinking abilities. Through systematic learning, establish students’ network value awareness, improve their ability to identify and filter information, and internalize the fundamental task of culti-

vating morality and nurturing talent. Employ online-offline integration using second classrooms, volunteer services, and online video platforms to enrich guidance models. Use “opinion leaders” from their immediate environment to guide healthy information dissemination literacy, combine theory with practice, adopt timely and flexible methods, and strategically appeal to both emotion and reason to deeply observe students’ value orientations and emotional appeals.

(IV) Innovative Capacity: Innovating Technical Discourse Systems to Enhance Network Public Opinion Communicative Power

Information technologies such as big data and cloud computing enable faster and more convenient storage and sharing of university network information. The “micro-environment” and “micro-era” of the “post-truth” period integrate fragmented information through media convergence into self-contained discourse systems. University network public opinion guidance must rely on big data information technology to precisely position discourse systems, guide audiences with positive public opinion, and enhance communicative power.

1. Utilizing University Big Data “Data Models” to Establish Comprehensive Guidance Systems In the “post-truth” era, big data represents a major transformation in higher education. Information technologies process massive data through “cleaning, classification, and processing” to explore regularities and correlations among data elements, providing empirical support for scientifically formulating university network security strategies. On one hand, by predicting faculty and student ideological trends and value orientations, universities can use big data “data models” to establish “user profiles,” analyzing subjects’ value choices and behavioral consciousness. They should establish comprehensive university network public opinion guidance databases, construct data integration and storage systems, expand information analysis platforms, and through data quantification and evaluation, deepen visual analysis of educational subjects’ behavioral characteristics, teaching quality, and theoretical frameworks to improve guidance efficiency and credibility. On the other hand, university network public opinion guidance must follow objective patterns of public opinion development and enhance procedural rationality. Scientific and efficient guidance plays important roles in concrete work. Under the premise of following objective communication patterns, universities should grasp development trends, analyze and research opinion subjects and objects, and formulate models suited to personalized development of faculty and students. Objectively speaking, university network public opinion guidance requires systematic integration both on and off campus, necessitating cooperative and friendly relationships with external media to reach agreements on information processing and sharing, leveraging diverse media to continuously enhance environmental construction capabilities, strengthening exchanges and cooperation among universities, establishing inter-university alliance capabilities, and creating favorable public opinion environments.

2. Innovating University Public Opinion Guidance Discourse Systems to Purify Network Ecological Space Promoting discourse system reform in university network public opinion guidance and enhancing the appeal of ideological and political education have become urgent requirements. In the diverse opinion fields of the “post-truth” era, guidance must express ideas through accessible language and explain principles through real cases. On one hand, regarding educational content, universities should innovate integrated construction models, combining the latest Marxist theoretical achievements with contemporary hotspots, integrating Marxist basic principles with university media to guide faculty and students in consciously applying historical and dialectical materialism to analyze and solve problems. On the other hand, regarding guidance discourse systems, universities should enhance affinity and warmth in network public opinion guidance. Ideological and political education should employ popularly appealing expressions based on rational analysis, using more practical presentation methods to identify connections between theory and reality. Simultaneously, discourse expression requires methodological research and techniques, timely and accurate responses to student needs, grounding guidance in student concerns, guiding correct core values, combining problems with truth, and proposing unique insights through theoretical analysis and scientific judgment to consolidate mainstream ideological discourse power and guidance effectiveness while innovating university network public opinion guidance discourse systems.

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