

The Impact of Online Public Incidents on the Ideological Education of College Students

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Abstract: *The continuous development of network technology provides a more convenient way of expression for the society and the public, and due to the anonymity, convenience and interactivity of the network platform, to a certain extent, it has created a corresponding environment for the occurrence of online mass events. At present, the life of college students is inextricably linked to the Internet, and online mass incidents have a great impact on the ideological education of college students, which can not only expand the path of college students' ideological education, improve practical effectiveness, but also bring certain challenges to educational work. Based on this, this paper studies the impact of online mass events on the ideological education of college students, and provides a reference for giving full play to the role of online mass events in the ideological education of college students.*

Keywords: Online mass incidents; College students; Ideological education.

1. INTRODUCTION

College students are currently in a phase of active thinking and a critical period for the formation of their worldview, outlook on life, and values. In the internet era, they are highly susceptible to various social opinions and often struggle to develop rational cognition and objective judgment toward social phenomena and public events. In recent years, the frequent occurrence of online group incidents—characterized by rapid dissemination, wide-ranging influence, and strong emotional mobilization—has exerted complex and profound effects on the ideological cognition and value orientation of college students. Therefore, strengthening guidance during this process, mitigating the negative impact of online group incidents on the student population, guiding them to develop correct attitudes and values, and cultivating more high-quality talents with noble character and value-driven orientation have become crucial tasks for ideological and political education in higher education institutions today.

First, there exists a close interaction between the dissemination characteristics of online group incidents and the psychological development stage of college students. This group generally exhibits a high degree of online participation and sensitivity to information, yet relatively limited social experience and still-developing rational thinking abilities make them prone to forming one-sided or even extreme perceptions under the influence of emotional resonance or group effects. For instance, online incidents involving social equity, ethical controversies, or public interests often quickly attract attention through emotional narratives, fragmented information, or symbolic expressions. In the process of participating in discussions or spreading information, students may unconsciously reinforce biases or fall into dichotomous value conflicts. Without timely guidance, such cognitive states may not only hinder the development of their judgment but also weaken their identification with mainstream values. Second, the impact of online group incidents on the ideological education of college students is twofold. On one hand, incidents that reflect real social issues and stimulate public concern can serve as opportunities for situational education and the cultivation of social responsibility. On the other hand, phenomena such as emotional venting, misinformation, and over-moralized criticism in cyberspace may lead to cognitive confusion, value disorientation, or even in institutional trust among students. Particularly noteworthy is the potential risk of intentional guidance or ideological infiltration behind some incidents, posing latent challenges to ideological security in higher education. Thus, helping students enhance their discernment, maintain rational thinking, and establish positive values in a complex information environment is a practical issue that ideological education must address.

2. CONCEPT OF NETWORK MASS EVENTS

Network group events add network carriers to group events, triggering great social public opinion heat, involving a wide range of social circles, constantly expanding the scope of conflict subjects in the event, and making the situation more complex. The occurrence of network group events generally follows the development path of:

event outbreak - online posting - public opinion discussion - forming hotspots - expanding the situation - intensifying conflicts - online and offline joint actions. In the process of the development of online mass events, the events themselves are only a small part of the reasons. Through the dissemination of the internet, the process of confusing discussions, and the support of relevant interest groups, more people out of a sense of justice and responsibility are involved, further intensifying public emotions and increasing social impact. Generally speaking, online group events have the following characteristics:

- (1) Rapid outbreak and rapid spread;
- (2) Diversified participants;
- (3) Opinion leaders have a strong sense of participation;
- (4) Diffusion [2].

3. THE IMPACT OF ONLINE MASS INCIDENTS ON IDEOLOGICAL EDUCATION OF COLLEGE STUDENTS

3.1 Positive impact

3.1.1 Helps to expand the path of ideological education

The carrier of ideological education is closely related to people's ideological concepts, levels of understanding, social development, and the environment of the times. Network group events can effectively integrate and implement the practicality and development of ideological education carriers. In the process of ideological education for college students, effectively infiltrating network group events can provide vivid examples for teaching, screen positive and constructive viewpoints and opinions, and discuss them in the classroom, thus carrying out more effective education on values, consumption, and patriotism. Using specific and realistic examples to carry out teaching greatly enhances the fun and attractiveness of the classroom, and promotes the extension of ideological teaching content. Secondly, introducing online group events into ideological education for college students is an innovation in teaching methods. Currently, college students have a high level of activity on the internet and pay great attention to the dynamics of online information. Effectively applying the internet to ideological education can enhance the timeliness, attractiveness, and penetration of teaching. Improve the flexibility of teaching methods, timely release the latest information, spread positive energy, and use network channels to unite students by using new media tools such as the school's official website, microblog, WeChat official account, etc. In addition, big data, cloud computing, and other methods can be used to analyze the online activity and speech of students in our school, strengthen the guidance of students' online public opinion, and establish correct online values.

3.1.2 Helps to improve the effectiveness of ideological education

Ideological education belongs to the category of influence education and identity education. Incorporating real-life cases appropriately into ideological education can help to put it into practice. Due to the significant correlation between online group events and our actual lives, integrating them into ideological education can help improve the effectiveness of teaching and enhance the socialization level of college students. Integrating ideological education with current events, keeping up with social development trends, and paying attention to social issues can help enhance students' ideological awareness, encourage them to pay more attention to social development, and cultivate more talents with aspirations and correct values. By integrating online group activities into ideological education, college students can pay more attention to the contradictions and current events in social development, improve their analytical and judgment abilities, effectively enhance the moral literacy of contemporary college students, and better promote social development and progress.

3.1.3 Helps cultivate college students' sense of social responsibility

Network group events have a certain degree of complexity and variability, including contradictions at different levels and aspects. Integrating network group events into ideological education, leading students to deeply analyze the generation and fermentation of problems, as well as ways to resolve contradictions, so as to view

contradictions with a dialectical perspective. The emergence of contradictions is a response to social development, and the exposure of social problems to a certain extent reflects the current situation of social development. It is a problem that must be paid attention to in promoting social development. By guiding college students to learn how to dialectically view network group events, it can promote their more rational understanding of social contradictions, respond to contradictions in social development with a more tolerant attitude, and put forward constructive opinions. Helps to enhance the media literacy of contemporary college students. Values and sense of social responsibility. Encourage them to actively pay attention to social issues, correctly recognize social contradictions, take the initiative to shoulder the responsibility of the youth group in social development, and contribute their own strength to the socialist modernization construction.

3.2 Negative Effects

3.2.1 Affects the dominance of mainstream ideological consciousness

The online environment is relatively complex, and it is often difficult to effectively control and screen for harmful information, false information, and liberal tendencies in the online environment, which can to some extent affect the authority and effectiveness of ideological education. Guided by some negative social values, college students immerse themselves in the complex contradictions and dark side of society created by the internet, and view social issues with a completely critical perspective, increasing their sense of alienation from mainstream society. Secondly, with the diversification of online information, college students are easily influenced by various non mainstream ideas, such as Western thinking, which often captures the psychological misconceptions of college students, excessively renders vulgarization and utilitarianism, advocates for diverse ideologies, and gradually weakens the dominance of mainstream ideology, all of which increase the difficulty of ideological education to a certain extent.

3.2.2 Not conducive to college students establishing correct values

With the continuous development of Internet technology, and the lack of strict control over the network, the network has gradually become an important platform for the public to vent their emotions. They publicize their negative emotions on the network, pay more attention to the expression of emotions, and ignore the event itself. College students often have impulsive emotions, limited discernment ability, and are more susceptible to the influence of dark comments, which can lead to doubts about social fairness and hinder the cultivation of correct values among college students. In addition, the values of online group events have a diversified development trend, and various ideological values are exchanged and competed on an equal footing, which can have a certain impact on the ideological concepts of college students. Due to the strong desire for knowledge among college students, they may unconsciously want to understand. At this time, some provocative remarks and concepts can easily arouse the emotions of college students, causing them to make extreme remarks and have a certain impact on their previous ideological education.

3.2.3 Not conducive to college students' correct understanding of social contradictions

In online group incidents, there are both positive examples and negative social conflicts. However, most college students currently lack awareness of positive events, but are more sensitive to negative issues. Under the guidance of some provocative remarks, it is easy for college students to lose their ability to distinguish and lack a correct understanding of events and conflicts. College students are the backbone of China's future development, and if they cannot be guided correctly. It is very easy to make them feel lost, powerless, and bored, which enhances the negative emotions of college students towards social conflicts. Due to the limited ability of universities to infiltrate online group events, there are obvious deficiencies in public opinion guidance, follow-up, feedback, and other aspects, which may lead to college students being trapped in the vortex of inappropriate online cognition and speech, making it difficult for them to correctly view social conflicts and hinder their own social development. In addition, due to the divergent approaches of the judiciary and online public opinion, the fairness of the rule of law will be affected and the authority of the rule of law will be affected in the handling of online mass incidents. This can also lead to incorrect guidance for college students and a lack of trust in the rule of law when facing social conflicts. Therefore, in this process, it is necessary to strengthen the education of legal concepts among college students, achieve the unity of rights and obligations in online speech, and promote college students to view and analyze social issues from the perspective of the rule of law.

4. CONCLUSION

In summary, with the continuous development of network technology, the influence and scope of online mass events are also increasing, which will to some extent affect the ideological education of college students. This impact has a dual nature. Therefore, it is required that universities comprehensively understand the impact of online mass incidents on the ideological education of college students, strengthen correct guidance, attach importance to campus public opinion management, guide college students to establish values that they strive for, and weaken the negative impact of online mass incidents on college students' thinking.

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