

Application and Optimization Strategies of Social Media Platforms in College Students' Ideological and Political Education

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ABSTRACT

With the rapid development of social media, college students' ideological concepts and behaviors are significantly influenced. Effectively integrating social media into ideological and political education can not only align with young people's lifestyles but also enhance educational effectiveness. This paper analyzes the current application and challenges of social media in ideological and political education from the perspective of its dissemination characteristics and proposes optimization strategies. The aim is to promote innovation in the methods and content of higher education's ideological and political education, enhancing the timeliness and relevance of education.

KEYWORDS

Ideological and Political Education; Social Media; College Students; Dissemination Mechanisms; Optimization Strategies.

1. INTRODUCTION

Contemporary college students rely heavily on the internet, with social media becoming an important platform for obtaining information and expressing opinions, deeply affecting their values and thinking patterns. Traditional ideological education methods have become disconnected from students' media habits, urgently requiring innovation. Integrating social media into college ideological and political education is an important issue in line with the development of the times. This paper, combining communication theory and practice, explores the value, challenges, and optimization strategies of social media in ideological and political education, aiming to build a new model of education that is close to students and highly effective.

2. THE REALISTIC FOUNDATION OF SOCIAL MEDIA EMPOWERING IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES

Social media has features such as fast dissemination, strong interactivity, and wide reach, which make it more penetrating and emotionally engaging than traditional media. These characteristics align with college students' cognitive habits and communication styles. Through various forms such as images, videos, live broadcasts, and comments, ideological and political education can be delivered more vividly, breaking away from the "dull and abstract" stereotype.

In practice, many universities have tried to use platforms like "official WeChat accounts," "ideological political short video accounts," and "campus influencers" for ideological promotion. For example, micro-films narrate stories of contemporary figures, "hot search" perspectives interpret

political hotspots, and comment sections facilitate student interaction. These attempts not only increase students' participation in ideological education but also push educational content toward being more approachable, communicative, and impactful.

Additionally, the fragmentation of information and the trend of segmented communities on social media platforms offer the possibility for more precise matching of ideological education. Educators can design differentiated content based on majors, grades, or interest groups, implementing a "layered and segmented" educational strategy. This "point-to-point" approach helps enhance students' acceptance and initiative, improving the relevance and effectiveness of education.

3. CHALLENGES IN APPLYING SOCIAL MEDIA IN COLLEGE IDEOLOGICAL AND POLITICAL EDUCATION

While social media provides a new platform and method for ideological education in colleges, its application still faces some prominent issues. Firstly, there is a contradiction between the professionalism of the content and the language of dissemination. Ideological education involves theoretical content with complex knowledge structures, while social media emphasizes brevity, simplicity, and entertainment. The stylistic and logical differences between the two lead to some ideological content becoming "entertainment-oriented," which weakens its seriousness and guiding power.

Secondly, the adaptability of educational participants is insufficient. Some university teachers lack experience with new media operations and understanding of communication rules, and they do not have professional content production teams or operational capabilities. As a result, the published content lacks appeal, making effective dissemination difficult, and in some cases, it gets "lost" in the vast ocean of information. Furthermore, some content lacks systematic planning, is not updated in a timely manner, and lacks interaction with students, resulting in the phenomenon of "having platforms but no dissemination, publishing without feedback."

Social media platforms also face the risk of open expression and uncontrollable content. If management is not in place, they can become breeding grounds for the spread of erroneous ideologies. Some students may come into contact with inappropriate information or false opinions when browsing social media, affecting their political cognition and value orientation. How to maintain the discourse power of mainstream ideology in an open platform is a key issue in ideological education.

4. CONSTRUCTING A MECHANISM FOR THE DEEP INTEGRATION OF COLLEGE IDEOLOGICAL AND POLITICAL EDUCATION AND SOCIAL MEDIA

To enhance the role of social media in ideological and political education, a systematic plan is needed in terms of content design, dissemination methods, and management mechanisms. First, a professional new media ideological and political team should be established, integrating education experts, media operators, and student leaders to create an "integration of planning, production, publishing, and feedback" operational model to enhance content professionalism and dissemination power.

In content production, attention should be paid to organically combining theory with vividness. By using case studies, storytelling, and situational expressions, abstract theories can be transformed into concrete events to increase students' sense of involvement and understanding. Elements such as current news and internet slang can be used as entry points to stimulate students' interest and guide them from emotional cognition to rational thinking.

In terms of dissemination channels, platforms should be selected based on students' usage habits. Short video platforms are suitable for telling micro-ideological stories, WeChat public accounts for publishing in-depth articles, and Weibo for political comment interactions. The timeliness and rhythm of content distribution should be emphasized, with reasonable publication schedules to enhance the dissemination effect.

At the same time, a public opinion warning and guidance mechanism should be established to respond and clarify improper remarks or wrong directions on social media platforms in a timely manner. This helps guide students in correctly distinguishing information, improving their media literacy and critical thinking abilities, and reinforcing value guidance while preventing risks.

5. ENHANCING THE INTERACTIVE MECHANISM AND FEEDBACK PATH FOR STUDENT PARTICIPATION

In the social media environment, the audience is not only the recipient of information but also the participant and retransmitter of content. Colleges should focus on stimulating students' subjectivity and sense of participation by constructing a diversified interactive mechanism and creating a positive and open communication atmosphere for ideological education.

On the one hand, students should be encouraged to actively participate in creating ideological content. Activities such as short video competitions, theme Vlog collections, and hot topic discussions can guide students to express ideological views in their own language and style, enhancing emotional recognition and value immersion. The publication and dissemination of student-created content can also achieve a "students influencing students" positive cycle.

On the other hand, an interaction and feedback mechanism should be improved. Teachers should participate in comment interactions after publishing content, listen to students' feedback and questions, and establish trust and communication through answering doubts. At the same time, data analysis tools can be used to understand students' reading behaviors, click preferences, and discussion hotspots, providing reference for subsequent content optimization, enhancing the relevance and iteration of educational content.

In addition, an online-offline combined learning community should be built, using social media platforms as an extension of offline classrooms. This creates a multidimensional communication network, making ideological education not limited to the classroom and not stopping at dissemination but becoming an important channel for students' cognitive formation and value shaping.

6. CONCLUSION

Social media, as an important carrier of ideological and political education in the new era, provides strong support for colleges to build a diversified communication system and enhance the effectiveness of education. Faced with technological advancements and changes in students' cognitive patterns, ideological education must actively reform its concepts and methods, promoting the deep integration of social media and ideological content. Through efforts in professional team building, content innovation, interactive feedback, and institutional guarantees, a lively and student-centered online education platform can be effectively built, achieving the value guidance function of ideological education. In the future, colleges should continue exploring the best practices of social media in ideological and political education, and effectively improve college students' ideological literacy and value recognition.

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