

Research on the Role of "Opinion Leaders" in College Students' Ideological and Political Education

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Abstract: In the process of ideological and political education for college students, it discovers and develops potential student "opinion leaders", uses their prestige within the group to spread positive energy, and influences and motivates other college students. The ideological and political education of college students will have a multiplier effect. Therefore, this paper focuses on the analysis of the existence and function mechanism of "opinion leaders" on college campus. On this basis, it puts forward strategies and recommendations for using "opinion leaders" to strengthen the effectiveness of ideological and political education for college students.

1. Introduction

The "opinion leader" is a concept of communication, which refers to "the activists who often provide information, opinions, and comments to others and influence others in the interpersonal communication network". (1) The ideological and political education of college students is a communication activity. If we can find "opinion leaders" hidden in students and use their prestige within the group to pass positive energy to guide and influence other college students, it will definitely make ideological and political education for college students. In this sense, analyzing and studying the existence and function mechanism of "opinion leaders" in university campuses is a task that must be considered in the ideological and political education of college students under the new situation, and it is also a good use of the function of "opinion leaders" in ideological and political education.

2. The Potential "Opinion Leaders" on College Campus

In the process of college students' learning and communication, many students will spontaneously organize themselves through common interests, common emotional goals, common goals, and common values, forming small groups, that is, informal colleges and universities, such as photography. The activists who often express opinions and make suggestions in these informal groups are "opinion leaders". They are either quick-thinking or full of charisma, or they are knowledgeable, courageous, knowledgeable, or capable and passionate. The group exerts influence and charisma. Under certain circumstances, their attitude can even directly influence the development direction of a group.

Unlike "executive leaders" of formal groups (such as student unions, and school committees) appointed or elected, "informative leaders" of informal groups are accepted and recognized by others based on prestige, ability, or knowledge. Most of the "opinion leaders" of these college students are students with special characteristics and expertise. They (opinion leaders) have the ability to be superior to the average person, or have a lot of energy, are very understanding, or have a good deal of anger and zeal for everyone. At the same time, these characteristics of these people are very helpful to the other members of the group. They can use their extensive knowledge to dispel ideological confusion for other college students; or find clues for others to find a solution to their problems, or with courage and enthusiasm. (2) It is through good personal qualities, active and enthusiastic behaviors, and extraordinary people's farsightedness. "Opinion leaders" have established themselves as "leaders" in the informal group and have been envious of most students. And follow.

Since the media era, "opinion leaders" have also existed extensively in cyberspace. With the rapid development of the Internet on university campuses, the number of university students' Internet users has been increasing, and Internet application technologies have been continuously promoted and developed in universities. Network tools have attracted many college students to participate. When college students encounter something they are concerned about, they will form a circle on the network to discuss and analyze. Those college netizens who regularly post messages in the virtual community, respond to messages, convey information, express opinions, and guide public opinions have gradually gathered high popularity and become "opinion leaders" in the online world. Through a convenient online platform, "opinion leaders" express their opinions on issues of common concern to college students in a relaxed virtual environment and a new type of interpersonal network communication. They provide information on important events that happen immediately, and they express opinions and give suggestions. In order to stand out from the crowd, it exerts an influence on college students and creates an environment for campus public opinion.

3. "Opinion Leaders" is Energy in the Informal Group of College Students

Among the various informal groups on university campuses, "opinion leaders" have become the focus of attention by the advantages of information possession, personal characteristics, personality charm, and professional authority. They are deeply respected, loved, trusted, and emulated by group members. It is an objectively existing energy that influences individual psychology and group behavior.

"Opinion leaders" pass information. "Opinion leaders" are widely-connected, sociable, and well-informed. They can use their personal networks, knowledge systems, and cognitive levels to obtain fresh information. They then communicate themselves by creating topics and communicating and discussing with each other. The information and knowledge received help people understand information, understand doubts, raise awareness, and learn knowledge.

"Opinion leaders" help other members of the group make decisions. "Opinion leaders" are often able to provide advice to others or other members of the organization based on their own knowledge, judgment, and social aspects to guide and help others make decisions. For example: college students in the campus forum for discussion and analysis of course selection, in this forum posts, there will generally be a few enthusiastic teachers, patiently answer the questions, and put forward their own opinions, and even some of the seniors will also be combined with the views. The analysis of which courses are chosen will benefit them, as well as the situation of teachers who will discuss the courses. Such people often have a leader-like role in the forum. They are enthusiastic and like to help people solve problems. Their opinions also have certain guiding and enlightening effects on the selection and thinking of younger brothers and sisters.

"Opinion leaders" gather strength. In the informal group of university campuses, "opinion leaders" rely on their own knowledge, experience and expertise to lead the atmosphere of the group and coordinate group behavior. They have a great attraction, a solid mass foundation, and a wide range of followers. They can respond to each other and mobilize the enthusiasm of the people. They can unite the people around themselves or attract them to their own circles, forming a strong centripetal force and high popularity. . They are able to integrate group members' views on a certain topic and event, and they are the backbone of the group. They can use their technological superiority to help and guide the members of the group enthusiastically. They are people that they trust and they are examples for everyone to learn.

"Opinion leaders" guide public opinion. "Opinion leaders" are often people with certain specialties. They are sensitive and eager to learn, have active thinking, are good at accepting new things, and have a certain "right to speak" among students. They have a wealth of knowledge and good analytical skills. They publish information, set topics, quickly place an event in the public's field of vision, and express opinions, opinions, and ideas, and create an opinion environment to form a force for public opinion and influence the ideas and behaviors of other members of the group.

In short, "opinion leaders" can convey information, help decision-making, gather strength, and

guide public opinion. They are energy in the informal group. They influence the other members of the group from the source of information and the process of transmission. Because of this, to achieve the goal of university education, we must pay attention to the role of “opinion leaders”. We must recognize that “opinion leaders” are an objective energy that has an impact on the psychological and behavior of groups of people, their thoughts, and ideas. .

4. "Opinion Leaders" is an Important Force in Ideological and Political Education Activities in Colleges and Universities

“Opinion leaders” reveal individuals with influence, charisma, and cohesion in the informal group. They are active in various interpersonal communication networks. Through the occupation, processing, and dissemination of information, the intention of education can be indirect. Non-mandatory ways to spread out; through the establishment of professional authority or personality charm in a field can call followers, activate the "silent". To a certain extent, it plays an ideological and political education function in an invisible way.

The “opinion leader” can play an important role in the dissemination of information from sources to destinations. “Opinion leaders” are those who keep in touch with information, often provide information, opinions or suggestions to others and exert personal influence on others. They not only contact the educators' information on ideological and political education, but also have extensive contact with various information of the mass medias and add the information they have gained to their own opinions and disseminate it to the people around them, thereby exerting influence on people around them. Therefore, the educational effect is accompanied by the process of “two-level communication” of information (ideological and political educators and mass media—opinion leaders—general audiences). Not all of the information passed out from sources directly “flows” to the general audience. Instead, they go through the intermediate link of “opinion leaders”. Sources communicate to “opinion leaders” first-level, and “opinion leaders” re the general audience is spread by two levels. In this process, “opinion leaders” widely disseminated information on ideological and political education, and inspired profound ideological and political influence in their respective fields, providing important help for the ultimate realization of ideological and political education.

“Opinion leaders” play an exemplary role in ideological and political education. Among the group of college students, “opinion leaders” are knowledgeable, resourceful, capable, and widely communicative. They are the targets of followers seeking help and are examples of peers learning from. The general college students behind them recognize their personalities and abilities. They are also happy to get information, advice and help from them, and even admire and admire them, and listen to them. In addition, these ordinary college students are also willing to follow the example of “opinion leaders” to learn knowledge, cultivate their abilities, and improve their quality in order to become “influential” people. Discover and establish “opinion leaders” as role models, publicize and promote their excellent qualities, and make them become models for ordinary college students. Not only can they expand the scope of influence of ideological and political education, form a pattern of points and areas, and radiate, stimulate and influence more students. And it can increase the depth of ideological and political education, and guide more college students to think positively about life and strive to improve their accomplishments.

“Opinion leaders” are the entry point and breakthrough point for transforming and transforming negative groups. “Opinion leaders” are the core figures who can change the overall direction of development. Grasping this core and carrying out purposeful education and guidance so that they can exert their influence and charisma in the organization can open up the transformation and transformation of negative groups. Compared with ordinary college students in the group, “opinion leaders” pay more attention to interpersonal interactions. This frequent and equal interaction can not only gather students’ ideological dynamics in a timely manner, but also help ideological and political educators listen to their voices. To understand the needs of students and to formulate effective educational programs, to make the work of ideological and political education a student's heart, and to increase the pertinence of ideological and political education; and to use the

information of ideological and political education in the manner of discourse within groups. Passed widely, through the influence of peers, change the majority of people's awareness and attitudes, attitudes and behaviors, and enhance the effectiveness of ideological and political education.

Doing ideological and political education for “opinion leaders” with the help of their cohesiveness and charisma in the groups and affecting the ideological activities of all members can not only improve the process of ideological and political education, but also contribute to the realization of the established goals of ideological and political education. In this sense, to do a good job of ideological and political education in the new era must pay attention to the role of “opinion leaders”, establish good relations with “opinion leaders”, strengthen communication and contact with them, and strive to obtain “opinion leaders” for all work. Cooperation and support have made "opinion leaders" an important force in the ideological and political education of college students.

5. Make Good Use of "Opinion Leaders" to Increase the Breadth and Depth of Ideological and Political Education

What the “opinion leader” wants to emphasize is those people who have a significant influence on the informal group of college students. These people are often not formal leaders of the college student organization, but “public opinion leaders” and authorities who are hidden among ordinary college students. Therefore, to play the role of “opinion leader” ideological and political educators, we must first discover hidden “opinion leaders”. 1. Discover "opinion leaders". People who can become “opinion leaders” in informal groups generally have four qualities: First, prestige is high, charisma is great, and their influence is far-reaching; second, there are thoughts, opinions, and more followers; again, knowledge is rich, Strong ability and quality are often the backbone of the group members. In the end, the popularity of people, good communication, and well-informed information are the main deliverers of information. Based on this, Wang Jinghong believes that distinguishing “opinion leaders” can be started from the following aspects: The first is “people who have a general influence”, that is, someone can give advice to the students on some issues, and the students often encounter problems. He consults and consults; the second is “affecting special people”. By studying the problems that students’ specific attitude changes are influenced by, it is possible to identify such people; the third is “daily dialogue people”, that is, research and classmates often People who talk about problems often touch and influence others in the process of imperceptibility. The fourth is “Self-Appointment Law”. It is to understand whether someone provides advice to others or intends to influence others, and to examine these suggestions and influence the behavior of others. Whether it is effective or not, in order to identify this person is "opinion leader." (3)

To find "opinion leaders" on university campuses, we must use lectures, seminars, and other forms to bring together "class opinion leaders" from all classes or grades to conduct topical training and exchanges on hot issues and current events, and to make positive information and mainstream values timely. Pass them to them, and through them to carry out "secondary dissemination" and "N-level communication", positive information will soon spread among college student groups, and positive influences can also form in the student community in a timely manner. The effect of ideological and political education it will be realized in "Smite and silent".

Guide "opinion leaders." In order for "opinion leaders" to play the role of ideological and political education toward their established goals, they must always lead "opinion leaders." This is because the "opinion leader" who is a student's role may not collect or transmit information. Increased blindness in recognition; in the recognition of events, there may be irrational characteristics.

For “opinion leaders”, ideological and political educators should adopt the principle of equal treatment with respect, love, and concern, talk to them, make friends with them, make friends, grasp their true ideas, and conduct targeted education and guidance. In this process, it is necessary to avoid instilling a one-sided approach to the achievement of the purpose of ideological and political education for college students. For the high-IQ group of “opinion leaders”, traditional methods of indoctrination will not only cause their doubts, Resentment may even produce resistance, and the educational effect is naturally poor. We must combine two aspects of social reality to speak in a

balanced and harmonious atmosphere to communicate and guide, so that “opinion leaders” will consciously receive education after their own comparisons and choices. Such educational effects are often solid and firm.

Develop "opinion leaders." Training "opinion leaders" means actively digging out those seedlings who are likely to become "opinion leaders," and purposely and consciously shape and influence them so that they become advanced ideas, outstanding learning, high moral values, and correct attitudes in their fields. The influential and charismatic backbone elements infect and lead the active and healthy development of the group members through their words and deeds.

First of all, it is necessary to cultivate the ability of information gathering and information identification of “opinion leaders” and ensure that the source of information is correct, healthy, and positive. You can tell them the channels for obtaining information, such as official media and web portals, but you can't listen to, believe in, or spread gossip. We must also tell them to learn to filter and filter false information, or to verify information through certain channels. In particular, we must not transfer information indiscriminately.

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