

Study on the Characteristics and Guiding Strategies of College Students' Online Social Circling

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Abstract: The development of new media technology has promoted changes in the campus environment, among which college students' online social activities have shown an increasingly obvious tendency of "circling". Social circles are characterized by stability and autonomy, making it difficult to accurately convey mainstream values and grasp college students' ideological trends. In response to these issues, colleges and universities need to attach importance to guiding activities, improve students' abilities, encourage their participation in interpersonal communication, and effectively break through the predicament of circling. Starting from the perspective of college students' online social interaction, this paper analyzes the characteristics of circling and proposes specific guiding strategies, aiming to improve the level of college students' online social interaction and provide a reference for subsequent education activities.

Keywords: College students; Online social interaction; Circling

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1. Introduction

With the advent of the information age, community relations have gradually been reconstructed, and new online community models have emerged. In real life, people are incorporated into specific "groups," giving rise to the concept of "circling." In the online society, college students play the role of participants and are easily influenced by online trends, with their thinking, values and behaviors showing obvious circling characteristics. Circling is the social state and living form of college students in cyberspace, which can guide online public opinion and play a role in promotion and integration. However, improper governance and guidance may easily lead to extremism and stereotyping of college students' public opinion expression. By managing college students' online social activities and grasping the characteristics of circling, the effectiveness of education can be improved.

2. Characteristics of the clique formation in college students' online social interactions

2.1. Stability of online cliques

Cyberspace can mirror real society and play an extended role—for example, stable real-world relationships can

remain relatively stable online. From the perspective of college students' online social cliques, students with shared interests, behavioral habits, and value orientations tend to join the same clique ^[1]. In actual campus life, many college students enter online social circles that interest them; although the information within these circles is similar, they still actively receive the information and content due to their high level of interest. A small number of students believe that the homogeneous information within cliques restricts their information exposure, so they actively try to obtain information through channels other than social media ^[2]. Members of the same online social clique share commonalities: their interests and needs are highly consistent, the information they focus on is strongly homogeneous, and the main body's cohesion continues to increase through actual communication activities, making the clique relationship more stable.

2.2. Closure in information acquisition

The emergence of social cliques has, to some extent, hindered college students' ability to acquire information; only information they pay attention to is allowed to enter the clique, while uninteresting information is usually blocked outside. The unique clique structure can lead to mutual exclusion between different groups and even refusal to communicate ^[3]. In college life, many students engage in social activities within fixed circles and are keen to obtain information and viewpoints from these circles. Some students have a repulsive attitude towards heterogeneous information and are in opposition to those with different views ^[4]. As a result, clique formation tends to confine college students in a closed space where they only receive single and fixed information, focus on information that interests them, and prefer interacting with others who share the same hobbies. This creates "information silos" and makes effective ideological exchanges difficult.

2.3. Autonomy in clique selection

When it comes to choosing online circles, college students demonstrate a strong sense of autonomy. They are capable of understanding cyberspace, building circles independently, and deciding on their own to join or leave a circle ^[5]. Generally, college students will join a social circle based on their own interests and needs, engage in communication and interaction, and form a unique social network. Most college students' online social circles are joined proactively. In the process of circle selection, college students can express their individuality, meet their own subjective needs, make independent judgments based on their personal circumstances, clarify their level of participation in different circles, and thus carry out free communication and interaction, demonstrating good independence and autonomy.

3. Negative impacts of online social circles on college students' interpersonal relationships

Against the backdrop of online social circles, college students are often confined to small cliques, lacking communication with people from diverse backgrounds. This problem leads to narrow interpersonal relationships among college students, making it difficult for them to understand different cultures and accept divergent views. In addition, due to over-reliance on the internet, the social activities they engage in tend to weaken their abilities. With insufficient interpersonal skills, they usually feel confused when faced with real-world social environments. In response, colleges and universities need to pay attention to the negative impact of social stratification and adopt reasonable measures to provide proper guidance and make improvements.

4. Guiding strategies for the cliquishness of college students' online social circles

4.1. Integrate era characteristics and cultivate information literacy

First, attach importance to the offering of information literacy courses. Teachers need to improve curriculum plans and standards, enrich teaching content by incorporating elements such as artificial intelligence and Python programming, to enhance students' information literacy, encourage their active participation in course learning, and foster their abilities in information searching, evaluation, and organization ^[6]. At the same time, attention should be paid to adjusting educational activities to develop college students' comprehensive abilities, improve their information technology knowledge and skills, as well as information ethics, integrate information literacy into these activities, implement comprehensive quality evaluation, focus on the development of educational activities, and carry out diversified teaching practices. The construction of an information-based teaching platform enables students to conduct independent learning and cooperative communication, effectively improves their thinking abilities, and helps college students meet the needs of the times.

Second, carry out information literacy teaching. On the one hand, colleges and universities need to clarify the value of information literacy, attach importance to the realization of the goal of moral education, innovate educational models, formulate scientific information literacy evaluation systems, adopt large-scale tests, and carry out targeted education and training. In the process of education, teachers should emphasize college students' ability to apply disciplinary knowledge, help them solve practical problems, enhance their digital competitiveness, and cultivate comprehensive talents for the new era ^[7]. On the other hand, through continuous exploration, information, knowledge interest groups should be established to infiltrate information literacy into daily study and life, effectively narrow the digital divide, expose college students to cutting-edge knowledge, and practically improve their information literacy.

Third, teachers need to encourage college students to participate in practical activities to effectively improve their information literacy. Teachers should attach importance to students' information literacy, carry out practical activities, and, through adequate consideration and investigation, pay attention to the improvement of college students' information literacy, integrate it into the annual work of colleges and universities, clarify its key points, and truly carry out relevant activities from the school level ^[8]. Teachers can also clarify teaching themes, carry out information-based teaching activities combined with practice and innovation, and adjust project settings, including digital creation, artificial intelligence and programming design, to promote the achievement of the goal of moral education, cultivate college students' information literacy, stimulate their enthusiasm for innovation and improve their practical abilities.

4.2. Enhancing communication skills by connecting with real life

The internet, characterized by virtuality, tends to make college students develop an addictive mentality which leads to personality alienation. Some college students are extremely active on online social platforms, but in real life, they appear introverted and silent, finding it difficult to form a wide social circle. They overly crave emotional and spiritual support in the online world. When college students can effectively express their emotions online, they will develop trust in and dependence on social platforms.

To address the aforementioned issues among college students, higher education institutions need to integrate with real life and carry out a series of teaching practices to help students break free from the constraints of the internet and truly return to real life ^[9]. First, colleges and universities can organize diverse cultural activities to encourage students to step out of their comfort zones, break through the limitations of the internet, and actively engage in real life. When teachers and students participate in offline activities together, it can narrow the distance

between them, help college students make more friends, and effectively expand their social circles. For example, universities can hold various competitions such as sports, singing, and academic contests, which provide students with more opportunities to showcase themselves and build healthy self-confidence.

Second, colleges and universities can encourage students to participate in social practices, such as volunteer services and voluntary teaching ^[10]. Through these activities, students can go to the grassroots level, conduct visits, provide quality social services, broaden their horizons, and continuously enhance their abilities. By participating in the above activities, college students can not only make contributions to society but also integrate into real life, constantly improve their interpersonal skills, reduce their excessive dependence on the internet, and develop a healthy lifestyle.

4.3. Promoting social networks and carrying out cross-circle activities

First, attach importance to the construction of cross-circle social groups. Universities should first clarify the theme and set clear objectives for social groups. Social groups can take specific fields, interests, or cultures as their themes and emphasize communication between different circles. Then, they should enrich group members by recruiting through social media, forums, and other channels to attract people from different circles. At the same time, clear social rules should be established ^[11]. Social groups need to formulate rules such as respecting others and posting appropriate content to maintain harmony and stability within the group. Universities can also hold regular activities such as online and offline gatherings and seminars to facilitate in-depth exchanges of achievements between different circles and deepen mutual understanding ^[12]. Finally, it is necessary to improve the mutual assistance mechanism. Social groups can improve this mechanism to play roles in resource sharing and problem-solving, encouraging members from different circles to conduct in-depth cooperation and communication. These efforts can promote exchanges and interactions between college students from different circles, deepen their understanding of each other, and lay the foundation for in-depth cooperation in the future.

Second, actively carry out cross-circle social activities. Cross-circle activities organized by universities can accelerate the integration of social networks. Teachers can pay attention to students' preferences during activities, select topics they are interested in, such as music and travel, and invite students from different circles to participate, providing them with opportunities for communication and sharing to effectively narrow the distance between each other. Meanwhile, teachers can strengthen activity organization by forming small interest groups, such as reading clubs and yoga groups, to encourage college students from different circles to participate together, engage in pleasant topic discussions, and immerse themselves in activities they enjoy ^[13]. These activities not only help enrich students' spare time but also enable them to meet more friends through participation. In addition, teachers need to organize cross-circle exchange activities, inviting college students from different fields to share their experiences and insights. These teaching practices can help students from different fields interact and cooperate, effectively broaden their horizons, and gain a deeper understanding of knowledge and information. In the face of curriculum teaching activities, teachers should grasp students' needs and objectives, help students from different groups communicate and interact, promote the integration of social networks, and contribute to the healthy development of society.

4.4. Emphasizing online ideological and political education to enhance educational affinity

In ideological and political education at colleges and universities, emotional resonance plays a crucial role. To improve the effectiveness of talent cultivation, teachers need to consider the circled characteristics of college students' online social interactions and attach importance to value guidance. College teachers should focus on

innovating traditional teaching methods, pay attention to college students' emotional needs, strengthen interactive communication with them, and build an equal and harmonious relationship ^[14]. The implementation of the above activities can be more closely aligned with college students' daily lives and practical experiences, thereby promoting the innovation of teaching methods and achieving the goal of "weeding through the old to bring forth the new".

In addition, in ideological and political teaching activities, teachers need to pay attention to college students' daily lives, collect teaching materials from them, carry out effective exploratory activities, and explore language and behavioral styles that meet the needs of college students, so as to make teaching satisfy students' demands. By conducting online ideological and political teaching, we can stimulate college students' interest in learning, enhance the stickiness of ideological and political education, meet the needs of social circling, and make education more affinity ^[15]. At the same time, in online ideological and political teaching, it is necessary to integrate the characteristics of the times and create a good educational environment. By integrating traditional discourse with online discourse, teachers can effectively transform the content of discourse and express it clearly. Through the implementation of the above teaching activities, the integration of professional theories into daily life can be enhanced, making students feel a sense of familiarity and effectively narrowing the distance between teachers and students. The greater efforts made by teachers can make online ideological and political education more penetrating, play a good guiding role, and truly be deeply rooted in people's hearts.

5. Conclusion

In summary, the development of new media technology has driven the formation of the circled pattern in college students' online social interactions, and the educational environment has undergone significant changes. Colleges and universities need to pay attention to the circled characteristics of college students' online social interactions, focus on breaking through online information barriers and the constraints of rigid circles, effectively promote circle integration, and enable good communication and connection between circles. To address the above issues, colleges and universities need to integrate the characteristics of the times, adjust talent cultivation activities, and optimize social networks to help students break through social circles. Through the implementation of talent cultivation practices, a good educational environment can be created, a normalized mechanism can be established, risks associated with the circled online social interactions can be effectively addressed, and a good role in political and value guidance can be played.

Disclosure statement

The author declares no conflict of interest.

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