

# Strategy for Improving the Vitality of College Youth League Branch from the Perspective of Self-media

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**Abstract:** *With the vigorous development of Internet information technology, various forms of self-media have emerged as one of the main channels for information acquisition and dissemination. While this provides opportunities for the work of college Communist Youth League branches, it also brings significant challenges. They need to adjust their work mode in accordance with the characteristics of self-media in order to continuously enhance their vitality. However, at present, there are still many problems in the work of college Communist Youth League branches, which significantly deviate from the requirements of the self-media era. This results in a low vitality of the branches and an inability to fully play their role. Therefore, further optimization and improvement are necessary. Based on this, this article briefly introduces the concept and characteristics of self-media, analyzes in detail the opportunities and challenges brought by self-media to college Communist Youth League branches, explores the prerequisites for enhancing the vitality of college Communist Youth League branches with the help of self-media, and finally proposes several suggestions for enhancing the vitality of college Communist Youth League branches from the perspective of self-media. It is hoped that these suggestions can promote the improvement of organizational and operational capabilities of college Communist Youth League branches and provide a reference for fulfilling their political mission and educational value.*

**Keywords:** *Perspective of self-media; College; Communist Youth League branch; Vitality*

In modern society, with the widespread popularity of the Internet and the rapid advancement of information technology, self-media has become fully integrated into the lives and studies of contemporary college students, becoming a major factor influencing their ideological beliefs and behavioral habits. Therefore, in order for college Youth League branches to better fulfill their educational function, effectively guide students, and keep pace with the development of the times, it is necessary to have a correct understanding of self-media and make rational use of it. However, many college Communist Youth League branches still adhere to traditional construction and working models, which lag behind in terms of form and content. As a result, their functions cannot be effectively exerted, and they lack sufficient vitality and vigor to provide effective guidance to students. Therefore, in the subsequent construction process, college Communist Youth League branches should attach more importance to self-media, use it reasonably to optimize their working mode, enhance their vitality, and better guide students in forming correct ideological values. In this context, this article conducts research on strategies for enhancing the vitality of college Communist Youth League branches from the perspective of self-media, which can play a significant role in promoting the improvement of their vitality and enabling them to better fulfill their educational and guiding values for students.

## 1. Introduction to Self-Media

### 1.1 Definition of Self-Media

In recent years, with the rapid progress of wireless communication technology and the flourishing development of the Internet, self-media has become increasingly common and has become one of the main ways for people to obtain information. The term "self-media" refers to a form of personalized media that relies on the Internet. It differs from "public media" and "mass media" and is distinct from "traditional media." Self-media is characterized by its personal nature, mainly used for recording, writing, publishing, and sharing personal feelings, thoughts, and encounters. In today's society, the most common self-media platforms include QQ, WeChat, Weibo, Tieba, forums, Douyin, Kuaishou, Bilibili, and others. The emergence and development of self-media not only drive changes in information sharing and dissemination methods but also promote innovation in people's psychology,

behavior patterns, and ideological concepts.

### **1.2 Characteristics of Self-Media**

Through the analysis of the above definition of self-media, several key features can be identified:

**Personalization and individualization:** Self-media belongs to individuals, and the information it contains comes from personal experiences and insights. Individuals have the autonomy to choose the media, select content, and determine the target audience. In other words, self-media exhibits profound and distinct personalization and individualization characteristics in terms of communication methods, channels, content, and target audience.

**Wide range of content with varying quality:** Analyzing the content on influential self-media platforms such as Weibo, Tieba, Douyin, Kuaishou, and Bilibili reveals a diverse range of information. Self-media encompasses a broad and rich range of content. However, due to its relatively recent development, the mechanisms for content selection and constraints are not yet well-established, and the threshold for information entry is low. Therefore, the quality of information in self-media varies, and there are potential risks regarding the authenticity of content, which may lead to incorrect influences and misguidance for information recipients.

**Real-time and convenient dissemination:** In the information age, with the rapid advancement of modern network technology, the dissemination of information has become more efficient and convenient. Self-media editors only need to edit the content and click the publish button to instantly disseminate the information, enabling the audience to access relevant information in real-time with minimal time and space constraints. It is highly efficient and convenient.

**Interactivity of information:** After self-media publishes relevant information, the content spreads rapidly on the Internet. If the content is eye-catching, has strong discussion value or controversy, it will generate extensive discussions among the audience on the internet. The audience can interact and communicate with others on self-media platforms. At the same time, self-media creators can also engage in interactive communication with others through self-media platforms.

**Focus and amplification of information:** In modern society, self-media has become the main channel for people to understand and disseminate information. Although this approach plays a significant role in promoting propaganda work and to some extent helps to create a more positive environment, it also carries significant risks. It can lead to the excessive focus and amplification of information, resulting in adverse negative effects[1]. For example, after self-media platforms expose and publicize certain negative social phenomena, it can generate significant reactions, attracting the attention of a large number of the public, focusing their attention on the internet, and pushing relevant organizations and individuals into the spotlight, thereby creating negative consequences. Especially, unverified speculative information can cause serious adverse consequences and even lead to individuals unable to bear the pressure and end their lives[2].

## **2. Opportunities and Challenges of Self-Media for University Student Organizations**

### **2.1 Opportunities brought by self-media for university student organizations**

For a long time, university student organizations mainly conducted offline activities to fulfill their role in student guidance. While this approach has achieved certain results, it has limitations in terms of format and content, and its effectiveness has been gradually decreasing in the context of widespread self-media usage. The emergence of self-media has brought new opportunities for university student organizations. If they can effectively utilize self-media, activities can be expanded from offline to online platforms. Through diverse channels such as short videos, student organizations can better capture the attention of college students, enabling them to fully recognize their own value and sense of existence. This, in turn, lays a more solid foundation for the formation of correct ideological values among students.

Additionally, self-media provides university student organizations with opportunities for diverse forms of activities and richer content when conducting ideological education. For example, student organizations can register official accounts on self-media platforms and publish inspirational videos and articles.[3] They can also encourage members to create motivational videos together with other students. By doing so, students can gain a clearer and deeper understanding of the outside world, fully tap into their potential, actively engage in life and learning, and allow student organizations to play a more significant role in guiding students towards positive thinking and values[4].

## **2.2 Challenges brought by self-media for university student organizations**

Compared to many other organizations in universities, youth organizations, including student organizations, have more complete organizational structures and higher overall capabilities. They possess a large number of highly qualified members, giving them distinct advantages and characteristics. In universities, student organizations hold a fundamental strategic position and are primarily responsible for guiding students' thinking and values, promoting their holistic development. However, to effectively fulfill these tasks, continuous optimization and improvement of campus culture are required. In the era of self-media, where self-media has become the primary means for college students to acquire and disseminate information, informationization has become an important direction for campus culture. Therefore, university student organizations need to enhance the use of self-media in participating in campus culture construction and, based on this, carry out innovations to enhance the depth, breadth, and influence of campus culture.

However, as one of the grassroots youth organizations, university student organizations face new challenges in their work in the era of self-media. These challenges include difficulties in organizing innovative activities through effective use of self-media, the need to improve activity quality, and low student participation rates<sup>[5]</sup>. Additionally, with the continuous advancement of network technology and the popularity of self-media platforms such as Weibo, WeChat, Douyin, Kuaishou, and Bilibili, various cultures and ideas are widely disseminated. In the process of blending and expansion of different cultures, it is unavoidable that some inferior and vulgar thoughts and cultures will emerge, influencing the thinking and values of college students and presenting new challenges for student organization work. In this situation, relying solely on traditional educational models and activity formats is difficult to effectively guide contemporary college students. University student organizations need to fully integrate their work with self-media, innovate their work modes, and continuously enhance their own vitality to better fulfill the task of guiding college students.

## **3. Preconditions for Enhancing the Vitality of University Student Organizations through Self-Media**

Analyzing the characteristics of self-media and its impact, it is evident that self-media can have both positive and negative effects. For university student organizations to fully leverage the advantages of self-media and mitigate its negative impact, several prerequisites must be met to enhance their own vitality. This vitality is mainly manifested in the aspects of "organizational operations, work development, and member participation."<sup>[6]</sup> Therefore, to fully harness the power of self-media, enhance organizational vitality, facilitate smoother operations, and maximize the functions of student organizations, the following prerequisites should be established by university student organizations:

### **3.1 Establish a self-media network**

In the era of self-media, the first task for university student organizations to effectively utilize self-media is to establish a network based on the organizational structure of the student organization. This includes setting up official accounts on platforms such as Weibo, WeChat Official Accounts, WeChat and QQ communication groups, as well as registering official accounts on new media platforms such as Douyin, Kuaishou, and Bilibili. This enables efficient information dissemination to members within the university and facilitates real-time interaction. Additionally, starting from individual classes, a bottom-up approach can be used to build a comprehensive network that seamlessly integrates all levels of student organizations and members. Some universities have already explored and experimented in this area. For example, certain universities have launched "smart youth organization-building" activities, integrating information about different levels of student organizations, members, and youth cadres into online platforms. This not only facilitates efficient work progress but also allows for the quick access, recording, and understanding of member-related information.

### **3.2 Establish a team for monitoring online public opinion**

With the widespread use of self-media, anyone who uses self-media can become both an information publisher and recipient. However, not all information published through self-media is positive. It includes not only false and fabricated information but also explicit and vulgar content. Such negative information can easily impact the ideological values of college students, leading them astray and negatively affecting their mental and physical well-being. It can even pose a significant threat to social harmony and order. Therefore, university student organizations should establish a dedicated team to monitor and regulate information on self-media platforms. This team can promptly identify false or vulgar information shared or reposted by students and provide guidance and education to students.

They can explain the laws and regulations related to online security, inform students of the adverse effects of such information, and ensure that students become responsible netizens, avoiding any negative impact on their values and beliefs.

### ***3.3 Strengthen the selection and training of youth cadres***

Currently, frontline workers responsible for student ideological and political education in universities are primarily student counselors, while the number of full-time youth cadres is relatively small. In this situation, youth cadres shoulder a heavy workload and often lack the time and energy to explore how to use new media to enhance the vitality of student organizations. Therefore, universities need to further strengthen the selection of youth cadres, increase their numbers, and ensure that youth cadres have more time and energy to conduct research on youth organization work and promote effective integration of self-media. Moreover, many youth cadres in universities are students themselves, such as the secretaries of student branches. Although these students have higher ideological consciousness and stronger political literacy compared to ordinary students, their judgment regarding information in self-media platforms may still be relatively weak. They may have difficulty accurately discerning the authenticity and reliability of related information, requiring further training and education.

## **4. Strategies to Enhance the Vitality of University Student Organizations in the Perspective of Self-Media**

### ***4.1 Innovate the format of branch activities***

In traditional models, the activities of student organizations were relatively monotonous. For example, in general assembly meetings, the traditional approach involved convening branch members in a classroom, where the branch secretary would deliver speeches and explanations, convey the requirements and decisions of higher-level organizations. There was limited interaction among branch members, resulting in low engagement, weak enthusiasm, and the inability to fully utilize the role of the meetings for unity and student guidance. However, by leveraging the advantages of self-media, innovation in activity formats can effectively address these issues. Prior to the meeting, the branch secretary can use platforms such as WeChat groups to share the meeting agenda in advance, allowing participants to familiarize themselves with the content and prepare for discussions. The branch secretary can also share original materials and expert interpretation videos through self-media, allowing participants to receive more effective education and guidance. Furthermore, interaction can be facilitated through comments, enhancing the impact and efficiency of the work. Additionally, the effective use of self-media can address issues related to member absence. Even if a member cannot attend a meeting due to personal reasons, they can still remotely participate in the meeting or watch the recorded video to gain an understanding of the meeting content.

### ***4.2 Innovate the methods of branch activities***

In the past, student organizations in universities mainly communicated and interacted with students offline during activity organization. This approach was relatively inefficient. For example, in "volunteer service" activities frequently organized by student organizations, the traditional approach involved the branch issuing recruitment notices to select volunteers, followed by leading the volunteers to complete the service activities. However, this method not only suffers from efficiency issues but also carries certain risks, such as safety concerns. By utilizing self-media, university student organizations can first establish a volunteer information database and classify volunteers based on their information and skills. This allows the branch to directly recruit and invite volunteers for activities through self-media platforms, effectively improving the efficiency of volunteer recruitment. After the activities, organizers can conduct volunteer evaluations and assign different star ratings, encouraging continuous self-learning and improvement among student volunteers while enhancing efficiency and mitigating safety risks.

### ***4.3 Innovate the content of branch activities***

In the past, organizing activities for student organizations in universities required prearranging venues and convening branch members before the activities could commence. However, by utilizing self-media platforms, student organizations can break free from the constraints of time and space. Activities can be initiated using network terminals such as smartphones or computers. Moreover, a wider range of content options can be explored, encompassing both "traditional" and "new" branch

activity content. "Traditional" refers to innovating traditional activity content using self-media. For example, during speech competitions or debates, live streaming can be directly utilized to increase the number of participants and enhance the impact of the activities. Additionally, after the activities, videos can be uploaded to self-media platforms for comprehensive publicity, allowing more people to learn about the activity content and providing inspiration and influence to a greater number of students. "New" refers to incorporating new content into branch activities. For example, organizing a Weibo Culture Festival within the branch, conducting selections and showcases for the "Most Outstanding Member" or "Most Dynamic Branch," and involving activities in curriculum-based ideological and political education, allowing students to share their most inspiring quotes or knowledge that has greatly benefited them through comments.

#### **4.4 Adjust the positioning of branch members**

In the past, during the process of conducting branch activities, branch members played a relatively passive role, having little influence over the plans, formats, and content. This lack of participation and enthusiasm among students resulted in insufficient vitality within the branch. However, to effectively enhance the vitality of university student organizations from the perspective of self-media, the positioning of branch members needs to be actively adjusted. Before organizing activities, members can jointly discuss activity formats and content in WeChat communication groups, establish rules for competition projects, and showcase activity results through platforms such as Weibo and WeChat. They can encourage student members to actively participate in voting and evaluations, using the results as a primary criterion for judging activities. Through this approach, the positioning of branch members and students can be effectively adjusted, transforming them from passive participants into active leaders of activities. This enhances their sense of participation and accomplishment, allowing them to receive proper guidance and influences naturally through active engagement in activities. It promotes the formation of correct ideological values and provides stronger support and assurance for their comprehensive development.

## **5. Conclusion**

In conclusion, as an essential part of grassroots student organizations, university student organizations play a crucial role in educating and guiding college students, significantly influencing their holistic development. However, in the past, student organizations in universities had relatively monotonous activity formats, methods, and content, lacking vitality and appeal, resulting in low student engagement and a limited ability to effectively educate and guide students. The emergence of self-media has presented both challenges and opportunities for the construction of university student organizations. Therefore, in the process of building student organizations, universities should effectively utilize the advantages of self-media, mitigate its disadvantages, innovate activity formats, methods, and content, establish dedicated teams for monitoring online public opinion, strengthen the selection and development of youth cadres, and readjust the positioning of branch members. By doing so, they can enhance the vitality of student organizations, improve the efficiency and influence of their work, and effectively guide college students.

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