Research on the Ideological and Behavioral Characteristics of Post-2000s College Students and Influencing Factors

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Abstract. With rapid advancements in technology and societal transformations, college students born after the year 2000, as representatives of the new generation of youth, have attracted considerable attention for their distinctive ideological and behavioral characteristics. They have grown up in a highly diversified and open social environment, confronting unprecedented opportunities and challenges. This study delves into the ideological and behavioral traits of these "Post-2000s" college students from various dimensions such as values and learning abilities, investigates the influencing factors, and proposes corresponding research strategies. Such an endeavor holds significant importance for understanding the growth trajectory of contemporary youth, guiding their healthy development, and fostering societal progress.

Keywords: Post-2000s College Students Collaborative Education; Ideological and Behavioral Characteristics; Influencing Factors.

1. Introduction

In recent years, with the entrance of the "Post-2000s" cohort into university campuses, their ideological and behavioral traits have manifested distinct characteristics of the times. Distinct from the "Post-1990s" generation, they exhibit a more active mindset, place great emphasis on the realization of personal value, are bold in embracing novel experiences, pursue individualized and diversified development, and demonstrate a marked enhancement in innovative thinking and capacity. Accurately recognizing, correctly analyzing, and scientifically grasping these ideological and behavioral characteristics of the "Post-2000s" is of significant academic and practical value for further strengthening and improving ideological and political education work for college students under the new circumstances[1].

2. Problems Existing in the Collaborative Education among Homes, Schools, and Communities

2.1 Value Orientation: Diverse and Pragmatic

The ideological values of the "Post-2000s" college student demographic bear a strong hallmark of contemporaneity. They place greater emphasis on personal growth and self-actualization, championing individualization and diversity, while pursuing values of freedom, equality, justice, and inclusivity. They also demonstrate a heightened concern for social responsibility and public welfare[2].

2.2 Comprehensive Quality and Learning Ability: High

They place a stronger emphasis on autonomous learning and innovative thinking, adeptly utilizing internet and new media resources to access diverse learning content and methods. They prioritize the cultivation of practical skills and innovative capacities, actively engaging in various social practices and entrepreneurship initiatives[3].
2.3 Strong Dependence on the Internet and Digital Tendency in Socializing

They place greater emphasis on diversity and privacy, skillfully employing social media and online platforms to establish extensive social networks. They are particularly attentive to personal privacy and information security, while simultaneously pursuing high-quality, sophisticated lifestyles and consumption experiences, with a keen focus on personalized and differentiated consumer needs[4].

2.4 Thoughts are progressive and avant-garde, but stress resistance is relatively weak

They are driven by the pursuit of uniqueness and innovation, unencumbered by conventional notions and frameworks, boldly articulating their individual perspectives, with their thinking characterized as decidedly avant-garde. However, in the face of stress and adversity, they might demonstrate a relatively diminished capacity for psychological resilience, necessitating appropriate psychological counseling and support.

3. Analysis of Factors Influencing Thought and Behavior

3.1 Influence of Sociocultural Factors

Mainstream social values, ethical norms, and legal regulations have a direct impact on shaping fundamental behavioral norms and a sense of social responsibility among "Post-2000s" college students. The prevailing socioeconomic conditions, employment landscape, and perceptions of societal fairness and justice shape these students' views on employment, wealth, and their understanding of social equity. Engagement with and discussion of current social issues and public topics foster critical social awareness and civic literacy among them, yet may also give rise to emotional reactions or extreme ideologies[5].

3.2 Influence of Family Background Factors

The family serves as the primary social milieu in which a child grows and develops. Parents' educational philosophies, disciplinary approaches, and expectations exert profound and lasting impacts on the value systems, behavioral patterns, and psychological resilience of post-millennial college students. The family's financial status significantly influences these students' quality of life, consumer attitudes, and their anticipations and plans for the future. The educational attainments, occupational backgrounds, and moral compasses of family members collectively constitute the familial cultural context, playing a fundamental role in shaping the students' worldviews, perspectives on life, and moral frameworks[6].

3.3 Influence of School Education Factors

University course offerings, teaching methodologies, and faculty resources exert both direct and indirect influences on the thought and behavioral characteristics of post-millennial college students. For instance, some institutions prioritize fostering students' innovative and practical abilities by offering experimental courses in innovation, organizing research projects, and thereby igniting creativity and an exploratory spirit. Robust teacher-student interactions and an academic ambiance serve as implicit education, subtly shaping students' values, academic integrity, team collaboration skills, and social adaptability.

3.4 Influence of Personal Factors

Personal factors play a pivotal role in shaping the thought and behavioral characteristics of post-milleniall college students. Individual cognitive maturity, intellectual independence, and critical thinking skills influence their judgment of information, decision-making, and behavioral choices. Personal personality traits impact one's attitude towards life, coping strategies under stress,
4. Educational Guidance Strategies for Post-Millennial College Students

4.1 Innovate ideological and political education approaches, reinforcing guidance on core values

School education must thoroughly consider the distinctive generational characteristics of "Post-2000s" college students in their growth era, necessitating comprehensive measures across several dimensions: innovating teaching methods, optimizing the curriculum structure, cultivating a high-caliber faculty, fostering a vibrant campus culture, deepening mental health education, and strengthening online ideological and political work. This concerted effort should establish an all-encompassing educational landscape that engages every member, encompasses the entire learning process, and extends to all aspects, with the aim of nurturing well-rounded socialist builders and successors who excel morally, intellectually, physically, aesthetically, and vocationally. In terms of educational content, there should be a greater incorporation of cases closely related to the lives of "Post-2000s" college students, guiding them towards forming sound values. A richer offering of courses on innovation and entrepreneurship should be introduced to cultivate practical skills and innovative thinking in students. With regard to teaching methodologies, there should be a shift towards more interactive and experiential approaches, such as group discussions, role-playing exercises, and other participatory activities, which can ignite students' interest and enthusiasm for learning. In the domain of mental health education, institutions should establish a robust psychological support system, regularly conducting mental health education programs and counseling services to assist "Post-2000s" college students in addressing psychological dilemmas and concerns they may face.

4.2 Building a new type of family education environment and exploring collaborative upbringing between home and school

To deeply grasp the characteristics and laws of the family education environment, tap into family educational resources, and fully utilize the educational function of the family environment. First, parents should prioritize cultivating the independence and autonomy of "Post-2000s" college students, respecting and supporting the school's teaching management, avoiding excessive interference and over-protection. Secondly, parents should strengthen communication with the school, paying attention to their children's mental health, promptly identifying and addressing any psychological issues they may have, and establishing a good communication mechanism with their children, being attentive to their emotional needs and psychological changes, and offering timely care and support. Next, parents should also focus on nurturing their children's social skills and cooperative spirit, teaching them how to properly manage interpersonal relationships and avoid over-reliance on online and virtual social interactions. Finally, parents need to continuously update their educational concepts and methods, learning scientific educational approaches and techniques that cater to the growth needs of "Post-2000s" college students.

4.3 Integrating social educational resource platforms and expanding extracurricular educational spaces

To conduct all-environment education by integrating social resources, it is essential to break down the barriers of campus walls, extending ideological and political education to every corner of society, enabling students to receive education and grow through real-life experiences, thereby enhancing the practicality and specificity of ideological and political education. Higher education institutions should actively explore the establishment of university-enterprise collaborations,
regularly inviting renowned scholars from society and industry, expert practitioners, and exemplary figures to give lectures or presentations on campus, sharing professional knowledge, life experiences, and value systems, broadening students' horizons and inspiring their thinking. They should also establish internship and training bases, allowing students to understand national conditions and societal realities through practice, hone their practical skills, and foster a sense of social responsibility. In addition, they should collaborate with enterprises in cultivating high-level talents, deepen industry-university-research cooperation and innovation & entrepreneurship training activities, enhancing students' job competitiveness and entrepreneurial abilities. Regularly organizing campus-community exchanges, engaging in academic discussions, cultural exchanges, sports events, and other activities with local governments and community enterprises can enhance students' understanding and appreciation of different regions and cultures, nurturing an inclusive and open-minded attitude in them[8].

5. Summary

The thought and behavioral characteristics of "Post-2000s" college students exhibit traits of diversity and complexity, influenced by multiple factors. It is necessary for us to approach them from various angles, strengthening their education and guidance, promoting their comprehensive development and healthy growth. Concurrently, we must also pay attention to their mental health and growth needs, providing them with more comprehensive and personalized support and assistance.

References