Analysis of the Network Discourse Patterns of Higher Vocational College Students

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Abstract: As the most open and active cyberspace, higher social group in vocational college students have adopted network discourse as an important form of interpersonal communication and self-expression. **Cyberspace** is characterized by its virtuality, anonymity, and entertainment value, where different discourse subjects continuously aggregate and interact in digital forms. This, to a certain extent, has reshaped the discourse expression of higher vocational college students, leading to a more vulgarized pattern of online interaction and language usage among young students, which is characterized bv fragmentation, compartmentalization, and metaphorization. Network discourse innovation reflects the intrinsic need of vocational students to proactively innovate. adapt to network communication modes, and integrate into the public discourse potential system. The trends compartmentalization, fragmentation, and metaphorization in network discourse pose challenges to the guiding power and dissemination of mainstream discourse, causing a loss of mainstream discourse meaning and authority dissolution. Therefore, it is imperative to strengthen the study of the intrinsic rules of network discourse, change mainstream discourse strategies, enhance cyberspace supervision, and adopt multiple measures to break down discourse barriers, creating a clean and upright cyberspace for young students.

Keywords: Higher Vocational Colleges; Network Discourse; Discourse Innovation; Compartmentalization

1. Introduction

Discourse is a unique form of social activity among humans, through which individuals

form interpersonal relationships, establish social identities, and disseminate value orientations [1]. Social psychology posits that interpersonal discourse. as an phenomenon in specific historical and cultural contexts, conveys certain expectations of individuals regarding their own identities and the identities of their relationship objects. Network discourse is the form of individual discourse expression in network environment verbal communication [2]. higher vocational college students are at a special age group, with their self-positioning as digital natives, forming values and knowledge structures that make them eager for knowledge, enthusiastic, curious, innovative, and communicative, while also prone to excessive pursuit of individuality, lack of rational judgment, and emotional susceptibility. As a result, they have become the most open and active social group in cyberspace, making network discourse an important form of their interpersonal communication and self-expression. Social media and the new context of globalization promoted cultural collision have integration, with the content, ecology, and dissemination of network discourse among vocational students showing characteristics. These reflect the network psychology, discourse habits, and rights pursuits of the youth, to a certain extent reconstructing the foundational environment of mainstream discourse and affecting the content transmission and goal achievement of mainstream discourse. Therefore, necessary to study the evolving patterns and characteristics of vocational students' network discourse, and to understand the generation logic and existing problems within.

2. Network Discourse Patterns of Higher Vocational College Students

The virtuality, anonymity, and entertainment characteristics of cyberspace [3], along with

the continuous aggregation and interaction of different discourse subjects in digital forms, have reshaped the formation and expression of network discourse among higher vocational college students, presenting characteristics of compartmentalization, fragmentation, and metaphorization.

2.1 Network Discourse Compartmentalization

With the development of social media, compartmentalization become has important way of online social interaction for young people. Under the influence of "like attracts like" higher vocational college students in cyberspace are more likely to gather based on interests, emotions, and culture [4], constructing unique identity markers and discourse systems, and fostering compartmentalization of discourse expression and online interaction. Network discourse compartmentalization results in homogeneous information focus and similar information interpretation within compartment, further enhancing interaction and trust within the compartment, accelerating the innovation transformation of network discourse. Cultural phenomena such as homophonic memes, rare characters, and mixed styles are constantly emerging. For instance, in the rare character culture, "mei" is used to describe someone as "very silly and naive", and in the simplified culture, "yyds" is used to praise people [5]. This discourse innovation is not limited to the content itself but is more about satisfying the symbolic meaning created in the discourse innovation, thereby highlighting identity, seeking recognition, and gaining a sense of belonging, making the phenomenon of compartmentalization increasingly evident. Compartmentalization causes barriers and gaps between different compartments, making online social interactions more closed, flat, concrete, changing the survival environment of traditional discourse.

2.2 Network Discourse Fragmentation

Influenced by their growth environment, contemporary students have enhanced autonomy in choice and earlier self-awareness awakening, resulting in more distinct and vigorous personalized needs. The rapid development of social media allows higher

vocational college students to access the internet anytime and anywhere, liberating interpersonal communication from spatial and temporal constraints. Students have relatively independent and free rights to discourse expression and creation, preferring novel and humorous narrative modes and enjoying short, pleasant personal experiences. Evidently, a large amount of daily life records is scattered across different social platforms, either showcasing life experiences, venting emotions, or discussing and sharing specific topics. The network discourse of vocational students exhibits distinct characteristics fragmentation. The transformation of network discourse from "fragments replacing the whole, and discrete replacing the system" has led to a pervasive culture of sensuous entertainment in cyberspace, with increasingly blurred identity boundaries between subjects and audiences. The frequency of interaction between diverse ideological and cultural elements has accelerated, challenging the guiding power and dissemination traditional discourse.

2.3 Network Discourse Metaphorization

Metaphor is the psychological, linguistic, and cultural behavior of perceiving, experiencing, imagining, understanding, and discussing one category of things under the hint of another category of things. Cyberspace grants students more comprehensive personal expression and the freedom to justify their lives. However, cyberspace is intertwined with the real world, and network expression faces the risk of social scrutiny, requiring more cautious thinking and vigilance against the risk of cyber violence due to dissent [6]. Therefore, when expressing sensitive content in a network context, students often use metaphors such as mockery, banter, and humor to achieve this, forming many extremely popular network languages. For example, using "you know what" as an elliptical sentence to express the intention of "saying half of what is meant", and using terms like "working people" and "tool man" to express the real feelings of being restricted by workplace rules and life pressures.

3. Analysis of the Reasons for Network Discourse Innovation among Higher Vocational College Students

The formation of network discourse among higher vocational college students involves both the expression of subjective wishes and the impetus of the objective environment, reflecting the intrinsic need of young students to actively innovate, adapt to network communication modes, and integrate into the public discourse system.

3.1 Proactive Innovation Based on the Characteristics of Cyberspace

The anonymity, openness, and diversity of cyberspace stimulate students' motivation for discourse innovation and promote the generation of network discourse. Firstly, anonymity alleviates concerns innovation. In traditional discourse, students' language expressions are often subjected to multiple layers of scrutiny, making discourse cautious. innovation more Cyberspace provides students with more freedom of expression, making it easier for them to break through the seriousness of traditional discourse and create new words and new usages. Secondly, diversity stimulates the motivation for innovation. The complex and varied information resources promote the exchange and integration of multiple cultures, subtly influencing the formation of students' values and providing fertile ground and value-driven motivation for discourse innovation. Thirdly, openness increases the possibility of innovation. The characteristics of cyberspace, such as its lack of barriers and real-time transmission. accelerate frequency of network information interaction and integration. Network discourse, relying on platforms like social media, spreads widely. Once recognized, it will be preserved and further spread in a fission-like manner.

3.2 Objective Needs to Adapt to Network Communication Modes

Information exchange in cyberspace is efficient, asymmetrical, and flattened, making the adaptation to network communication modes an objective need for discourse innovation. Firstly, there is a need to cope with efficient communication. Network social interactions involve large amounts of information and fast-paced rhythms. Students often cope with the rapid expression of information and impromptu interactions by simplifying information and using a

combination of text and images. Secondly, there is a need to cope with asymmetrical communication. Network social interactions asymmetrical "point-to-multipoint" communications, characterized by wide scope and strong uncertainty [7]. Therefore, network discourse is often adjusted based on the expectations of the publisher. addressing specific groups and content, "circle" language and exclusive communication methods are used; when addressing non-specific groups, language and relaxed ways are used to express opinions. Thirdly, there is a need to cope with flattened communication. In cyberspace, text becomes the main form of discourse expression, with auxiliary forms of expression such as body language, context, and emotions becoming ineffective, leading to a gradual flattening of communication. To accurately convey discourse information, students often use entertaining and symbolic forms to break seriousness of the flattened the communication environment, restoring the emotions and contexts of the expressers.

3.3 Communication Needs to Integrate into the Public Discourse System

Firstly, there is a need to integrate into popular discourse. The rapidity diffusibility of network communication easily trigger students' recognition of certain viewpoints or language expressions, forming hotspots. Under the influence of conformity psychology, achieve seamless to communication with the group, individuals often pursue a higher degree of consistency, leading to a "bandwagon effect" in discourse. Secondly, there is a need to integrate into peer groups. Seeking friends, integrating into peer groups, emotional communication, and value recognition are the main reasons students engage in network social interactions [8]. Using popular discourse and "circle" discourse is exactly the contextual need and important medium for integrating into peer groups and communicating with them. Thirdly, there is a need to integrate into the development of the times. Discourse innovation is inseparable from the soil of real life. Influenced by the social environment, contemporary higher vocational college students have different understandings of careers and consumption, giving rise to new

network words like "eating dirt", "planting grass" and "working people" reflecting their life and work ecology. These words demonstrate the need to integrate into the characteristics of the changing times.

4. Perspectives on the Problems of Network Discourse among Higher Vocational College Students

4.1 Compartmentalization Hinders Effective Dissemination of Mainstream Discourse

Firstly, compartmentalization creates discourse barriers. There are jargon and slangs within social media circles that incomprehensible to outsiders. These barriers pose identification and dissemination obstacles to mainstream discourse, hindering its penetration into the youth demographic. Secondly, compartmentalization leads to diversified habitation. Due to different social subjects, themes, and value orientations, various circles often form unique styles and themes. Students gather in diverse circles, challenging the guiding and spreading power of mainstream discourse, making it difficult to accurately "cover" the target audience. Thirdly, compartmentalization leads derivative differentiation. With the user-first social platforms continuously provide precise information feeding to various circles. This personalized push solidifies users' original preferences, building "isolation walls" information and concepts, weakening the value orientation function and logic of mainstream discourse.

4.2 Fragmentation Undermines the Authority of Mainstream Discourse

Firstly, it dilutes the authority of mainstream discourse. Due to the varying positions, of purposes. and styles fragmented information, the network discourse space is rife with conflicts and frequent game-playing, impacting the mainstream discourse space and weakening its authority. Secondly, it hinders the formation of deep thinking. Fragmented network information caters to students' lifestyles and cognitive psychology, making them more receptive to novel and humorous narrative modes like "joy of the crowd" and "life is tough but we can't dismantle it," and pleasurable preferring short, personal experiences. Consequently, deep thinking and self-reflection are shelved. Thirdly, it causes subject identity ambiguity. The internet provides the public with more opportunities to acquire and disseminate information. Educated subjects can switch between different identities to interact with educational subjects, leading to chaotic discourse and identity ambiguity, objectively causing resulting in the "loss of weight" and "absence" of mainstream discourse [9].

4.3 Metaphorization Causes the Loss of Meaning in Mainstream Discourse

Firstly, it dissolves serious narrative. In the network context, students express opinions and release emotions through forms of mockery and banter, diluting the "serious context and rigorous logic" created by mainstream discourse, reducing its appeal. Secondly, it obscures the internal needs of students. The innovation of network discourse hides the true demands of students. If the logic and connotation behind it are not well understood and the implied meanings are not revealed in time, it becomes difficult to understand the internal needs of the student group, thus forming an effective resonance. Thirdly, it changes the form of education. In the network realm, educated subjects can choose to "lurk" "hide" or "block" if they do not wish to interact with the educational subject, dismantling the mainstream discourse relationship formed by information transmitters and followers at any time, easily leading to the educational subject being "formally present but substantively absent." The essence of discourse lies in the intentions and value orientations of the participants, manifesting the individual and group culture externally. When mainstream discourse merges with students' discourse modes, the student group is more likely to develop a sense of identity and follow. Conversely, if there is a conflict between the discourses, the student group will resist. Currently, the primary source of discourse differences is the continuous innovation of network discourse by young students, creating new language paradigms. Facing the rapidly changing expressions, a lack of understanding of the youth's discourse modes and the deep logic behind their expressions will result in intergenerational conflicts. The network

discourse of young people, characterized by compartmentalization, fragmentation, and metaphorization, is a comprehensive result of their need to adapt to the network communication environment, integrate into peer discourse systems, and enhance their discourse status. Although the innovation of youth network discourse is not a catastrophic threat, it challenges the guiding and spreading power of mainstream discourse, leading to the loss of its meaning and the dissolution of its authority. To address the negative issues brought about by the innovation of youth network discourse, it is essential to actively study its characteristics, understand the internal rules, change discourse strategies, intergenerational conflicts, proactively lead discourse innovation in a timely manner.

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