The Cultural Identity of Contemporary College Students under the Background of Informatization

Peiwen Gao[1]

[1]Modern College of Northwest University, Xi'an, 710130, Shaanxi, China
G200407001@163.com

ABSTRACT

With the spread of new online media, the turmoil and randomness of public opinion have exacerbated the cultural identity of college students. The cultural identity of modern college students is mainly reflected in four aspects: traditional cultural identity, general cultural identity, cultural belief identity and practical ability. This paper studies and studies the cultural identity of contemporary college students under the background of informationization. Using the method of literature research, this paper summarizes the problems existing in the cultural identity of contemporary college students and the main factors affecting the cultural identity of college students; analyzes the influence of cultural identity, and then uses the questionnaire survey method to investigate the cultural identity of contemporary college students under the background of information technology. The results show that: 67% of college students think that ethics and morality are the core content of traditional culture; 12% of college students think that it is the way of interpersonal communication; 11% of college students think that it is a traditional way of thinking; 10% of college students think that this is an excellent cultural works. As a result, knowledge life has not yet reached the inevitability of surpassing the domination and guidance of economic inevitability by market economy culture. Traditional culture still plays an important role in social life.

Keywords: Cultural Identity, Information Background, Contemporary College Students, Traditional Culture

1. INTRODUCTION

With the wave of economic globalization, our country's social life has undergone earth-shaking changes [7]. In the cultural field, it is mainly manifested in the conflict of different ideas and cultures, breaking the original unified and closed situation. In this case, for college students, a group that is extremely sensitive to the evolution of various ideas and concepts may be affected by the "double-edged sword" of informatization. On the one hand, in the context of informatization, different ideologies and cultures are expected to flourish [8]. For students, this will not only broaden their horizons, but also give full play to their subjectivity [1]. On the other hand, under the continuous influence of foreign cultures, Western developed capitalist countries headed by the United States have stepped up their efforts to "Westernize" and "diversify" our country through various means and methods, and make our country's ideology and culture The various forms of lifestyles and values make the developing students feel psychologically and ideologically confused. They are easy to identify with the world consciousness and establish international concepts and their cognitive consciousness is weakened [2]. In order to ensure the healthy development of our country's social economy, it is necessary to cultivate and enhance students' sense of national identity to promote the construction of a socialist harmonious society in my country [3][5].

In the research on the cultural identity of contemporary college students under the background of information technology, many scholars have studied it and achieved good results. For example, Ding M believes that the most basic carrier of cultural identity is the individual, and the cultural identity of countless individuals belongs to the entire group. Therefore, cultural identity first comes from personal understanding of culture. In the early days of a person's birth, he is affected by his cultural environment, and subtly, he is forced to identify with a particular culture, and has been in contact with the surrounding culture throughout his life [4]. Miller MB believes that the development of modernity is the root cause of cultural identity problems. "Modernization reveals the true root of cultural identity".

The most fundamental reason for this phenomenon is the change in productivity and production methods. Modern society is characterized by industrial production. It has changed the traditional agricultural-based social production mode, broke the social mechanism, and changed the social production mode and people's ideology. The primitive rural economy puts people in trouble, their thoughts and behaviors are affected by a unified environment, and their cultural identities are relatively consistent. However, the modernization of large-scale machine production has changed the mode of production, multinational companies have also grown correspondingly, and economic growth has brought social changes. The "us" group is in constant contact with external groups, and "I" is unstable in the "us" group. In short, open globalization has destroyed the inherent identity model. People's thoughts are influenced by different cultures and have different characteristics. At the same time, they also show contradictions in personal behavior [6].

This article researches and studies the cultural identity of contemporary college students under the background of informatization. First, it uses the literature research method to summarize the problems of contemporary college students' cultural identity and the main factors that affect college students' cultural identity.

2. CULTURAL IDENTITY OF COLLEGE STUDENTS

2.1. Research Methods

(1) Literature research method: After reading a large number of books and magazines related to informatization and cultural self-confidence, a knowledge system was created to lay a theoretical foundation for writing.

(2) Comparative analysis method:After a thorough understanding of the current research status of cultural self-confidence at home and abroad, the method of comparative analysis is used to analyze the current situation of Chinese students' lack of cultural self-confidence from the aspect of information and its importance in enhancing Chinese cultural self-confidence. And finally put forward a practical solution

(3) Comprehensive induction:After searching for information related to information and cultural confidence, categorize it, make a macro summary, and then categorize and summarize it, which is a better summary.

2.2. Problems in the Cultural Identity of Contemporary College Students

(1) Some students have insufficient knowledge of traditional cultural identities.

Students have an in-depth understanding of the content and tone of traditional cultural identities. On the one hand, it is manifested in an in-depth understanding of the concept of traditional cultural identity. Most students' understanding of the concept of cultural identity only stays in traditional Chinese culture. They believe that Chinese cultural identity is mainly the identity of traditional culture. In fact, traditional culture, socialist cultural theories, and even any foreign cultural elements that are conducive to my country's development, should be integrated into Chinese cultural theories, and fresh blood must be continuously integrated into Chinese culture to be preserved. Chinese culture, on the other hand, is not very enthusiastic about learning traditional cultural knowledge such as history, culture, and regional culture. (2) Some students have a weak sense of identity with general culture, lack of awareness of cultural security, lack of awareness of certain unhealthy cultures, and insufficient awareness of the protection of red culture.

Students do not understand cultural safety. In the study of the interest of college students, the data shows that most people like taekwondo, fencing and other foreign martial arts, which shows that college students are curious about foreign martial arts, while Shaolin martial arts are few people choose. In the understanding among students, the innovation of foreign culture seems to have the upper hand in the hearts of students. In the context of the interaction of multiple cultural factors, we must attach importance to the understanding of cultural security.

2.3. The Influence of Information Technology on the Cultural Identity of Contemporary College Students

(1) Contribute to the correct understanding of my country's advanced culture

The culture is both unique and unique. Every culture was imperfect when it was first formed, and it is constantly accumulating. In the struggle between different ideas, culture has been enriched and ideas have been accepted. In order to progress, the development of culture is restricted by certain social systems. In ancient cultures, political significance is very strong. If a culture wants to gain great vitality, it must absorb the characteristics of the times, form correct values, and show its importance to social development. For example, the golden age of Chinese culture is an era of active thinking. Only through continuous visual art can various concepts continue to be improved. If they are recognized by mankind globally, they can continue to exist, otherwise they will disappear.

(2) Contribute to the correct understanding of the invasion of foreign cultures

In today's economic globalization, we must not only "go out" but also "bring." Of course, opening to the

outside world has brought opportunities for our country's development, but at the same time challenges coexist. We export not only Chinese products, but also cultural products. At the same time, we also import foreign technology, followed by cultural penetration. This phenomenon is particularly obvious in the context of the mobile Internet. College students have matured in their thinking and will face a variety of choices in the process of assimilation. They must have a correct understanding of foreign cultures and cannot blindly worship them.

(3) Contribute to enhancing the cultural safety awareness of college students

In the age of globalization and information, the mobile Internet, as a cultural tool, has undoubtedly deepened cultural exchanges and prosperity around the world. At the same time, the Internet is colliding with different countries, different social systems, and different ideological cultures. The struggle is especially intensified under the influence of the cultural hegemony of developed countries, and the cultural security of developing countries is facing tremendous influence and challenges.

2.4. Cultural Identity Calculation

(1) Number of questionnaires:According to the minimum sample size formula in statistics, the author sets the confidence level of the questionnaire to 80%, and the allowable error does not exceed 8%. Calculate the minimum sample size as

$$n_0 = \left(\frac{t_a}{2\Delta p}\right)^2 = \left(\frac{1.645}{2 \times 0.075}\right)^2 = 120 \tag{1}$$

(2) Weighted average:The statistical method is: the occurrence rate of a certain branch item in each sequence position (α) x the weight coefficient (η) of the sequence position, and then calculate the average, this value (φ) is the importance of the branch item . The formula is:

$$\varphi = \left(\sum_{i=1}^n \alpha \times \eta\right) \tag{2}$$

3. A SURVEY OF COLLEGE STUDENTS' CULTURAL IDENTITY

3.1. Questionnaire Design

The questionnaire consists of five parts. The main part of the information includes information such as gender, degree, type of occupation, family residence, etc. At the same time, the following studies on the overall importance of the four cultures. The questions in the main part of the questionnaire are divided into about four parts according to cultural types: part of traditional culture, part of mainstream ideological culture, part of culture and part of culture of market economy. The adjustment of each part of the problem is roughly composed of knowledge, emotions, concepts of consciousness, actions, and other elements of culture. There are five parts and a total of 50 questions. Question types include single choice, multiple choice, importance ranking and subjective open-ended questions.

3.2. Data source

Due to the wide range of research topics and the lack of objective research conditions to promote the selection of research topics, this paper uses random sampling to conduct research, mainly in Henan, Heilongjiang and Beijing, as well as 9 representative universities.

3.3. Sample distribution

The 9 universities in this survey issued a total of 600 questionnaires, of which 590 were valid questionnaires. The sample size of each school was relatively evenly distributed. Among them, 364 were girls, accounting for 59.4%, and 246 were boys, accounting for 40.6%. In the source or family of the students, there are 130 urban students, accounting for 22.9%, 200 urban students, accounting for 35.1%, and rural students 250, accounting for 42%. In the most important majors, there are 150 researchers in the humanities and social sciences, accounting for 26.5%; 280 researchers in major science and engineering fields, accounting for 47.1%; 90 researchers in the art field, accounting for 15.3%. The other 50 are not within the scope of the Big Three in this field. In each grade, there are 130 freshmen, accounting for 23.8%, 200 sophomores, accounting for 33.2%, 130 young people, accounting for 23.5%, and 120 elderly students, accounting for 19.5%.

4. DATA ANALYSIS

4.1. Description of cultural identity types

Table 1. College students identify with the four types of cultures

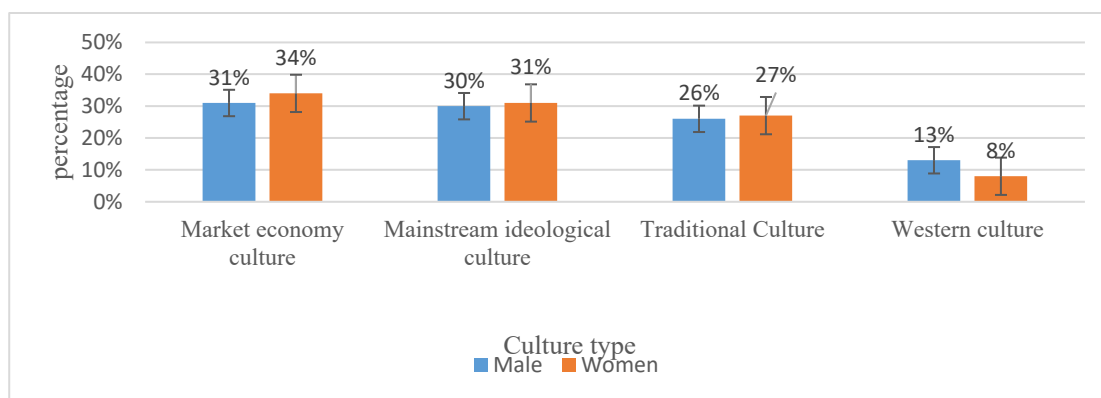|	Male	Women
Market economy culture	31%	34%
Mainstream ideological culture	30%	31%
Traditional Culture	26%	27%
Western culture	13%	8%

Figure 1. College students identify with the four types of cultures

It can be seen from Figure 1 that according to the research data on the degree of recognition of students from the current dominant culture in our social life, it seems that the market economy and culture in our social life are in a dominant state and level; ideology and culture. The power played an important role.

4.2. Status quo of identification with traditional culture

(1) Undergraduates' perception of traditional culture

Regarding students' knowledge of traditional culture, the questionnaire asked two questions from the students' understanding of traditional culture, the degree of accumulation of traditional knowledge, and the understanding of the actual meaning of traditional culture. Evidence shows that 28% of students are completely unknown or unaware of Chinese traditional culture; 67% of students understand it better; only 5% of students fully understand it. Regarding the accumulation of traditional cultural knowledge, when answering the question "Have you read our country's four major classics? 40% of college students have already read, and 51% of students have only read one or two of them. 8% of college students have never read TV, and only watch TV on TV. 1% have no time or interest and do not like to read. Therefore, on the whole, college students' understanding of traditional culture and the accumulation of traditional knowledge are still relatively shallow.

(2) College students' emotions and attitudes towards traditional culture.

Regarding students' feelings and attitudes towards traditional culture, four related questions were put forward for investigation. The survey shows that 84% of college students like to celebrate traditional Chinese festivals (such as Spring Festival, Dragon Boat Festival, etc.), and 16% of students like Western festivals (such as Christmas, Valentine's Day, Halloween, etc.). At the same time, when answering the question "What is your attitude towards traditional culture and virtues", 51% of students agreed that traditional culture and virtues are the "roots" of our culture, which is unforgettable; 46% of college students agree.

4.3. The practice of traditional culture by college students

Recognition of traditional culture is not only reflected in knowledge, emotions and attitudes, but the most important thing is whether you are willing to actively learn and accept, persist in and innovate practical actions and integrate them into your lifestyle. We created two related questions in the questionnaire to investigate separately. What do you think traditional culture has had the greatest impact on your own growth and development? B 2. What do you think is the main content of Chinese traditional culture?

Table 2. Students' knowledge of traditional culture-related aspects

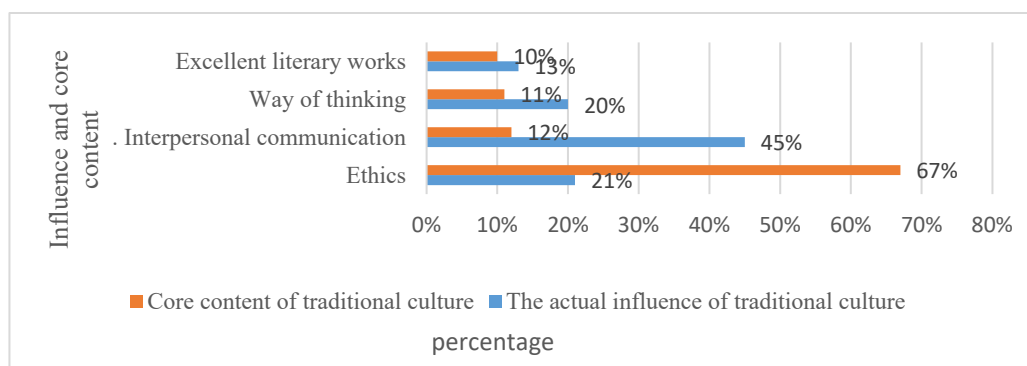|	The actual influence of traditional culture	Core content of traditional culture
Ethics	21%	67%
. Interpersonal communication	45%	12%
Way of thinking	20%	11%
Excellent literary works	13%	10%

Figure 2. Students' knowledge of traditional culture-related aspects

It can be seen from Figure 2 that when answering the question "What do you think is the main content of traditional Chinese culture?" 67% of students believe that morality and morality are the core content of traditional culture. A comparison of these two sets of data shows that even though students believe that the basic part of traditional culture is traditional ethics and the ethics in rational knowledge, but the most affected by their own growth and development is traditional empathy.

5.   CONCLUSIONS

The current era is an era of advocating civilization and literate people. Every country regards culture as an important bargaining chip to enhance its national strength and an important means to show its national image. In the era of globalization, the boundaries between countries are getting smaller and smaller, and there are more and more exchanges. This is a rare opportunity to absorb and learn from China's cultural construction. In this context of the times and the international context, cultural identity has become a subject with practical and epochal significance. We can realize the importance of cultural self-confidence, which is an important step in developing cultural self-confidence. In the rapidly developing information age, the dissemination and influence of information cannot be underestimated. The Internet is used as a tool for disseminating information. Its role is self-evident. Similarly, the impact of mobile Internet cannot be ignored. Therefore, the research on the cultivation of college students' cultural identity is imperative.

REFERENCES

[1] Altwaiji M . Neo-Orientalism or Neo-Imperialism? Islamism in a Globalized World: Prayers for the Assassin as a Case Study of Contemporary American Novel[J]. Khazar Journal of Humanities and Social Sciences, 2020, 23(3):86-99.

[2] Collins J T . Malay Identity in Southeast Asia: Understanding the Cultural and Linguistic Phenomena[J]. Journal of Computational and Theoretical Nanoscience, 2017, 23(10):9932-9934.

[3] Chávez, Raúl. Psychosocial Development Factors Associated with Occupational and Vocational Identity Between Infancy and Adolescence[J]. Adolescent Research Review, 2016, 1(4):1-21.

[4] Ding M . Influence of New Media Technology on the Reading Habits of Contemporary College Students[J]. Journal of Physics: Conference Series, 2020, 1533(4):042087 (6pp).

[5] Hernandez, X. J . Filipino American college students at the margins of neoliberalism[J]. Policy Futures in Education, 2016, 14(3):327-344.

[6] Miller M B , Borsari B , Fernandez A C , et al. Drinking Location and Pregaming as Predictors of Alcohol Intoxication Among Mandated College Students[J]. Substance Use & Misuse, 2016, 51(8):1-10.

[7] Olúkáyòdé, R, Adéuyì. Adìn-Aládìn: Rethinking the Contemporary Challenge to Akur Cultural Identity[J]. OMNES: The Journal of Multicultural Society, 2016, 7(1):37-58.

[8] Romo J . Are Creative Cities Good Places for Creative People? Notes on the Social Conditions for Cultural Production in Contemporary Economy[J]. Quality Innovation Prosperity, 2017, 21(1):49.