

Research on the Guidance of Interpersonal Relationships among College Students in the New Era against the Background of Party History Learning

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Abstract: In the new era, college students' interpersonal communication abilities exhibit characteristics such as diversified interpersonal cognition needs, idealized interpersonal emotions, and diversified interpersonal behavior patterns. They face issues in coordinating and managing interpersonal relationships with parents, classmates, teachers, and others. Therefore, against the background of party history learning and education, we can deeply explore party history stories and leverage the educational role of the red spirit of party history; continuously strengthen the cultivation of teachers' ethics, hone their abilities in party history learning, and make party history learning a battlefield for harmonious interpersonal relationships among college students; build the "Intelligent Party History" project, innovate party history learning platforms, and let party building lead the development of harmonious interpersonal relationships among college students.

Keywords: college students; interpersonal relationships; party history learning and education

General Secretary Xi Jinping clearly stated in the report to the 19th National Congress of the Communist Party of China: "The rejuvenation of the youth signifies the rejuvenation of the country; the strength of the youth signifies the strength of the country." When the younger generation has ideals, skills, and responsibilities, the country has a future, and the nation has hope.[1] The youth are not only the group on which the country places great hopes but also the builders of socialism. Currently, diversified social lifestyles profoundly affect the interpersonal relationships of college students in the new era. The emergence of interpersonal communication imbalances has not only impacted college students' normal life and studies but also produced a series of negative effects. How to guide college students to form harmonious interpersonal relationships against the background of party history education is the key and difficult point to be discussed in this paper.

1 Development Characteristics of College Students' Interpersonal Communication Abilities in the New Era

Communication is a complex social behavior. Interpersonal relationships are built on the foundation of communication and are unique psychological relationships formed in the process of mutual communication and exchange between people, encompassing cognition, emotions, and behavior. To guide college students in building sustained and stable interpersonal relationships, it is first necessary to understand their motivations and analyze the characteristics of their interpersonal relationships in the new era, starting from the need to be needed.

1.1 Diversified Interpersonal Cognition Needs

As the first step in interpersonal relationships, interpersonal cognition reflects to a certain extent an individual's superficial understanding of interpersonal relationships in the process of interpersonal communication and serves as the initial impression for individuals to initially establish interpersonal relationships.

The current generation of "post-00s" college students has distinctive personality traits. They do not lack basic living materials and have access to abundant spiritual life. They value their own subjective status, pursue fairness and justice, live in a period of flourishing development of online culture, are highly receptive to various signals transmitted from the outside world, and are willing to share and express their own outlook on life and values with others. Due to their strong inclusiveness and empathy, and curiosity about unknown things, the interpersonal cognition needs of college students in the new era exhibit diversified characteristics.

1.2 Idealized Interpersonal Emotions

Interpersonal emotions refer to the psychological experience generated by an individual during their interactions with others and organizations. They are important psychological phenomena in interpersonal communication and an integral part of interpersonal relationships.

College students in the new era have grown up in peace-time. Although they enjoy pursuing individuality and have independent subjective consciousness, they have an earnest need for interpersonal communication, are mentally active, and have immature thoughts. During interactions with others, they attach great importance to personal emotional expression, are accustomed to communicating with others using rational standards, are willing to communicate with people who share common goals, and are unwilling to compromise when encountering people who do not meet their ideals. Most students also show a lack of social responsibility.

1.3 Diversification of Interpersonal Behavior Patterns

With the development of Internet technology, interpersonal communication needs and methods have undergone tremendous changes. The diversification of communication methods enables college students to adapt to different social occasions and environments. Currently popular mobile social platforms such as We Chat, Douyin, and Kuaishou have become essential tools for college students' daily interpersonal interactions. According to a survey

on mobile social dependency conducted by Ke Chunliang and Li Shujuan, 65.81% of college students have possessed mobile phones for over four years. Among the apps they use daily, social apps (such as QQ, We Chat, and Weibo) are the most frequently used, accounting for 94.84%. College students fulfill their interpersonal needs through friends' circles, voice, and video chats. These virtual communication methods have broadened the scope and range of their interactions. They are no longer satisfied with socializing solely within the campus; the convenience of the internet allows them to engage in social interactions with society ahead of time. Their interactions have become more extensive, encompassing not just academics and life but also increased participation and attention to social hotspots and hobbies. The diversification of interpersonal behavior patterns has profoundly changed and influenced the interpersonal relationships of college students in the new era.

2 Analysis of the Current Situation of Interpersonal Relationships Among College Students in the New Era

2.1 Analysis of Relationships Between College Students and Their Parents

In the new era, the relationships between college students and their parents are severely polarized. Some students maintain very close relationships with their parents, actively calling them every week or interacting with them on social media platforms like We Chat and QQ to share their daily life at school and reduce their parents' worries. On the other hand, some students have poor relationships with their parents, rarely initiating contact during their school years. Occasional contact is limited to matters related to living expenses, and they never communicate with their parents, believing that their parents do not understand them. If others attempt to mediate, they directly refuse and often argue with their parents during holidays. These students have indifferent feelings towards their parents, prioritize friendships, exhibit strong rebelliousness, and lack emotional and social intimacy.

2.2 Analysis of Relationships Between College Students and Their Peers

Some college students in the new era demonstrate strong utilitarianism in their interactions with classmates, pursuing self-interest and selectively choosing whom to associate with based on whether they can bring tangible benefits. Interacting with classmates based on the principle of self-interest can lead to impure motives. When utilitarianism becomes too absolute, it turns into egoism, where everything revolves around oneself. These students may appear selfish in their interactions, focusing only on their own needs and rarely considering the interests of others, often leading to disputes with classmates. Another group of students exhibits blind conformity, hesitation, and a "lying flat" mindset. To fit in with their classmates, they engage in behaviors that contradict their values and later regret becoming the person they dislike. Their unstable emotions when interacting with classmates affect the establishment of personal interpersonal relationships.

2.3 Analysis of Relationships Between College Students and Their Teachers

Within university campuses, teachers have heavy research

responsibilities and are only responsible for teaching. The short interaction time between teachers and students results in indifferent relationships. Counselors responsible for students' daily lives and ideological education also face issues such as insufficient care and communication due to the large number of students they oversee and the complicated administrative work they undertake. College students themselves, with enhanced self-awareness and independence, have weakened their dependence on teachers and are unwilling to actively seek communication with them regarding many matters. Therefore, teachers may not easily detect extreme behaviors among college students. When engaging in interpersonal communication, some college students may have preconceived notions about the relationship. If the relationship does not meet their expectations, they may easily feel frustrated and disappointed, even developing a dislike for their teachers. This situation can affect college students' mental health development and, to a certain extent, lead to insufficient coordination in interpersonal relationships.

3 Guidance and Education on Interpersonal Relationships Among College Students in the New Era Against the Background of Party History Learning and Education

Universities are places for cultivating successors to the cause of the Communist Party, and future successors must be clear about the Party's goals. College party organizations should also identify the needs and difficulties of college students and leverage the Party's organizational advantages to take proactive action. Against the background of party history learning and education, college students in the new era exhibit psychological sub-health issues and interpersonal communication barriers, requiring guidance and education through multiple channels.

3.1 Deeply Explore and Create Stories of Party History, Leveraging the Educational Role of the Red Spirit of Party History

Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has repeatedly called on party members, cadres, and young college students to study party history and the history of New China seriously, deeply recognizing the hard-won nature of the red political power, New China, and socialism with Chinese characteristics. When promoting the education of party history, the country has numerous means of dissemination, including school education, theoretical research, historical research, literary works, and film and television works. However, research surveys have found that college students in the new era still lack understanding and depth in party history and are not interested in most literary and film and television works. This indicates that the current ideological and political education methods in colleges and universities urgently need improvement. Recently, the mainstream drama "Age of Awakening," celebrating the 100th anniversary of the founding of the Party, has been warmly welcomed by young people, with college students in the new era taking the lead in promoting and spreading it. Influenced by the drama, college students have begun to prioritize the study of party history, initiate dialogues with history, demonstrate proactive

commemoration of heroic figures, and ignite their patriotism and love for the Party. This behavior pattern suggests that the ideological trends of college students in the new era can be attracted and influenced by excellent party history learning and education models. If excellent literary and artistic works on party history can leverage their intuitive and vivid advantages, they can provide rich visual teaching materials for party history learning and education. Colleges and universities should promote the coverage of party history learning and education by restoring the true images of heroic figures in history and presenting them to college students after exploring and creating their outlook on human relationships, principles of conduct, and relationships with others. For example, deeply explore the interpersonal relationships of young Mao Zedong. During his studies at the First Normal School, Mao Zedong made friends extensively under the pen name “Twenty-Eight Strokes.” He especially sought out like-minded and progressive youth, laying the foundation for the later establishment of the New People’s Association. The New People’s Association was active for more than three years and had about 80 members. Later, the youth in this group played important roles in “the May Fourth Movement” and the liberation of Chinese revolution.

3.2 Continuously Enhancing Teachers’ Ethics and Professional Competence in Studying Party History to Foster Harmonious Interpersonal Relationships Among University Students

Firstly, it is essential to strengthen the self-cultivation of Party member teachers in terms of ethics. Their moral cultivation should adhere to “self-discipline,” meaning they must strictly demand themselves according to the standards of Party members and constrain and regulate their words and actions with party spirit to conform to moral norms. It also requires “consistency between words and actions.” Party member teachers should lead by example, fulfill their promises, keep abreast of the times, gradually improve their personalities, care for students with their hearts, influence students with their emotions, guide students with their actions, and earn students’ trust through practical actions. By setting a good example among university students, they can guide the development of harmonious interpersonal relationships among students through both words and actions. Secondly, it is necessary to enhance professional learning, improve educational and teaching capabilities and teaching research abilities, and deliver compelling stories of Party history. Party member teachers should become researchers and creators in education and teaching, capable of presenting the Party history knowledge they have learned in a way that university students enjoy and can accept, guiding them to establish harmonious interpersonal relationships.

3.3 Creating the “Intelligent Party History” Project, Innovating Party History Learning Platforms, and Leading Harmonious Interpersonal Relationships Among University Students with Party Building

Universities should firmly grasp the value orientation of

Party history learning and education, adhere to high standards and quality to promote innovations in content, form, and methods of Party history learning and education, actively adapt to the learning characteristics of university students in the new era, create the “Intelligent Party History” project, innovate Party history learning platforms, and lead harmonious interpersonal relationships among university students with party building.

Firstly, create an “online Party lecture.” Plan and promote a special promotional column on “Party Secretaries Giving Party Lectures,” invite relevant units to give micro-Party lectures online on topics such as how to leverage the roles of Party organizations and Party members and cadres, how to effectively study Party history, and how to implement key battles, and create a series of highly informative, insightful, and heartwarming promotional works. By combining “telling the truth” with “telling stories,” university students can receive both interpersonal relationship education and feel the warmth of the Party. Secondly, deepen the practical activities of “I Do Practical Things for the Masses.” Teachers and students who are Party members at the grassroots level should play a pioneering role, actively participate in solving prominent issues that university students urgently need to be resolved, properly handle practical matters and beneficial initiatives, and lead harmonious interpersonal relationships among university students. Thirdly, discover a group of advanced models. For example, discover advanced teacher and student representatives who emerged during the fight against the epidemic and poverty alleviation in the history of socialist development. They can share how to handle relationships with the masses to satisfy them, guiding university students to establish harmonious interpersonal relationships. Fourthly, innovate Party history learning platforms and establish methods that university students enjoy. For instance, “Party history dramas” can directly involve university students as actors, allowing them to personally portray red heroes previously only seen in textbooks or film and television dramas. This process can also promote harmonious interpersonal relationships among university students.

In the new era, university students should earnestly study the interpersonal relationship thoughts of great people in Party history stories. They should treat others with sincerity, be straightforward and honest, avoid lies and falsehoods, and sacrifice their egos as criteria for making friends, truly respecting teachers, unity and caring for classmates, and showing sympathy for family members. By improving their abilities and holding a sincere and caring heart, they should handle relationships with classmates and family members. Secondly, in real life, they should embrace a magnanimous mindset and an idea of harmony in diversity. They should respect, understand, and care for each other in interpersonal relationships and not be petty about trivial matters. Party history culture is the lifeblood of the nation and a valuable spiritual wealth of the people. The Chinese Dream is the construction of a great project with Chinese characteristics. As both witnesses of the times and participants in the new era, young university students in the new era must strengthen their education in Party history culture to jointly build harmonious interpersonal relationships and a good campus environment.

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