



Analysis on the Current Situation of Network Media Literacy of the Post-90s University Students

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Abstract. At present, the post-90s undergraduates are the main group to use new media, and their network media literacy is highly concerned by academic circles. The paper analyzes the current situation of the undergraduates' network literacy from several universities in Guangzhou in three aspects including channel of network contact, media literacy awareness, and understanding and critical ability for information sources of the post-90s university students, and finds out that the post-90s university students have a certain judgement for the media resources, but they lack critical thinking and critical abilities for media resources from the multiple perspectives.

Keywords: Post-90s · University students · Media literacy · Literacy education · Critical ability

1 Foreword

Media literacy has always been an important topic in the field of Journalism and communication. In the era of network communication, there are more and more problems of media literacy, and more and more people pay attention to media literacy. Nowadays China's post-90s quickly become the main force to use new media [1]. In the endless social public events, the post-90s college students are the main concern, direct participants and promoters, and become the main driver and backbone of public events. Therefore, it has become an urgent problem to understand the network media literacy of post-90s college students, analyze the existing problems, and seek effective ways to improve.

At the National Conference on network security and informatization in April 20, 2018, general secretary Xi Jinping put forward the strategy of "network power", put forward the idea of building a network power, talent is the key, we need to gather talent resources, put forward the work of strengthening personnel training, and cultivate high-quality information talents who understand strategy and management in network technology [2]. General secretary Xi Jinping pointed out that to vigorously promote the development of China's network power strategy, we must attach great importance

to providing strong talent support for the construction of the network power [3]. As the main force of the strategic development of network power, college students should assume the responsibility and mission of practicing the network power.

With the continuous economic globalization, in the context of China's strategy of building a network power, strengthening China's network security and improving citizens' network media is the premise of media ecological improvement and benign operation. Especially for contemporary college students, the media has brought them unprecedented huge impact, but there are also some drawbacks, network information is mixed, college students are faced with complex network information, and their cognition of media is fuzzy or lost in it. How to use the network reasonably, maintain the network security, improve the media literacy, and promote the steady realization of the network power is the contemporary college students need to solve the topic of the times.

2 Literature Review

2.1 Theoretical Analysis of Network Media Literacy Research

It is the premise and basis for the research to analyze the related concepts of network media literacy, sort out the research status at home and abroad, and accurately define the meaning and components of post-90s university students network media literacy.

"Media literacy" is an imported word, which was first put forward by European scholars. In 1933, scholars Levis and Thompson published the pioneering work of media literacy education culture and environment: the cultivation of critical consciousness. For the first time, they made a systematic exposition on the introduction of media literacy education in schools, put forward a complete set of suggestions, and designed a wealth of classroom exercises [4]. From the definition of media literacy, it includes four skills: access to information, analysis of information, evaluation of information, production of information [5]. Canadian education expert Joan Talim interprets media literacy from the perspective of audience's independent criticism, emphasizing the subjectivity of the audience. He believes that "media literacy is the ability of the audience to choose and analyze the information they receive every day, and it is to deal with the media with critical skills." [6]. Bill Walsh, an American scholar, explains media literacy from the perspective of traditional literacy. He regards it as an integral part of public life. As a necessary ability in life, he puts forward that "media literacy is an expansion or extension of traditional literacy, not a substitute for it. It is to make each of us more happy, more critical, and more familiar with various communication methods." [7]. Walliborn defined media literacy as the embodiment of civil rights, emphasizing the audience's active participation in media information. He advocated that "media literacy is to seek citizens' independent rights, and change the passive relationship between the audience and the media into an active and critical agreement" [8]. Rubin believes that there are three levels of media literacy, "capability model", "knowledge model" and "understanding model" [9]. Potter W.J. believes that the media literacy refers to the ability that people obtain, analyze, evaluate and spread a variety of media information and use them to serve the work and life of individuals [10].

In 1992, the American Media Literacy Research Center defined media literacy as "the ability of people to choose, question, understand, evaluate, create, produce and

respond intelligently to information in different media” [11]. According to the American media literacy research center, media literacy is an educational method in the 21st century. It enables people to contact, analyze, evaluate and create various spatial forms of information, from printing to images to the internet. Media literacy is the basic inquiry skills, necessary self-expression and the ability to understand social media of citizens in a democratic society. The concept of media literacy in China was gradually accepted after the 1990s. In 1997, Bu Wei, researcher of Chinese Academy of Sciences, published the first article on the research of media literacy. Since then, his “on the significance, content and method of media education” has opened the door of media literacy research in China [12]. In “Media Literacy Education Proceedings”, Chinese scholar named Qiu Peihuang pointed out: “the network media literacy refers to people’s ability to choose, understand, question, evaluate, create and make, and the reaction ability of critical thinking to information.” [13]. At present, domestic and foreign academic circles have not formed a unified understanding on the definition and meaning of “media literacy”. Based on the above interpretations of media literacy, the media literacy in this paper refers to the individuals’s ability to recognize and use the network media, which is embodied in the motivation of using media, ways and means and attitudes for media resources, validity of using media resources, and critical thinking and critical ability for the media resources.

With the rapid development of the network, the network has penetrated into every aspect of the society. The influence of the network has exceeded the traditional media such as newspapers, radio and television. It has also attracted the attention of the academic circles at home and abroad. The network media literacy has been brought into the theory and practice of media literacy education. In the article “media literacy in an interactive age”, its author, Art Silverblatt, Professor of communication and Journalism at the University of Webster, pointed out that the internet has emerged as an important research field of media literacy, and put forward a unique research perspective of “network literacy” and “information literacy” [14]. At present, there are 1367 articles about “network media literacy” in CNKI. In the existing literature, many excellent master’s and doctoral dissertations have made a comprehensive and systematic research on “network media literacy”. Zhou Fangfang, a graduate student of East China Normal University, believes that network media literacy refers to users’ correct use and effective use of the network, creation and dissemination of information on the basis of certain network knowledge, so as to achieve the purpose of serving personal development [15]. Qiao shuaiqi, a graduate student of ideological and political education in Henan Normal University, has made “Research on the media literacy education of teenagers in the perspective of network culture” from the perspective of cultural construction and school moral education; Huang Xiaowei, a graduate student of higher education of Southwest University, has made a “Research on the media literacy problems and Educational Countermeasures of college students” from the perspective of media literacy education of college students, and the communication research of Southwest University of political science and law from the perspective of media communication [16]. Han Yongqing, a graduate student of educational technology of East China Normal University, made a research on the current situation and promotion strategies of College Students’ network media literacy from the perspective of educational informatization [17].

2.2 Literature Summary

The existing research has made a certain theoretical contribution to the media literacy education of college students and the network media literacy of college students. Most of these studies are conducted from the perspective of communication, journalism and education. The western theory is introduced into the domestic theoretical field, combined with the actual situation of China's national conditions and the actual situation of college students. These theories concern the practice of theoretical exploration and sublimation, and basically formed a feasible research method to explore the media literacy and network media literacy of college students, which provides thinking reference for subsequent researchers. However, compared with other fields, the research in this field started late, and its quantity and quality are weaker than those in other fields. The high-quality literature mainly focuses on the theoretical analysis of Western media quality education. The quantitative research on the media literacy of local college students is less, and the research on the network media literacy of post-90s college students is even rarer. The network media literacy discussed in this paper is the network media literacy, which refers to the media literacy under the network environment. The main factors include the cognition and use ability of the network media, the acceptance and discrimination of the network media, the ethics and values of the network media, and the social activities of the network media. In the definition of connotation, this paper mainly focuses on the quantitative research of localization, and puts forward countermeasures on the basis of mastering rich and accurate data.

3 Survey and Analysis on the Status of Post-90s College Students' Network Media Literacy

Under the context of the WEB 2.0 new media, the new media network mixing with good and bad information has become an important immersing carrier for constructing the social ecology, in the acceptance and acquisition of imbued information, some post-90s university students lack a certain cognition and screening literacy when using online media; Due to the lack of network moral literacy, they are easily deceived by false information on the Internet or utilized by unscrupulous public opinion environment to become the producers or communicators of rumors. So the media literacy of post-90s university students and the arising problems cannot be underestimated.

The author selects the on-site questionnaire samples from Sun Yat-sen University, Guangdong University of Finance and Economics, South China Agricultural University and Guangdong University of Foreign Studies, comprehensively considers the factors such as the levels of universities, majors, grades, etc. to strive for the universality and representation of the selected samples. The questionnaire involves the university students' contact and motivation for media, university students' cognitive degree on the media literacy, university students' critical ability on media and so on. 300 paper questionnaires were issued, and 299 questionnaires were recovered on site, with a recovery rate of 99.67%. Among them, there are 283 valid questionnaires with a recovery rate of 94.3%.

The author further explores and analyzes the current situation of the network media literacy of the post-90s university students, which will be beneficial for cultivating the

university students to have a certain critical ability on media and become the participants and builders of a good public opinion environment. Finally, experimental results that the post-90s university students have a certain judgement for the media resources, but they lack critical thinking and critical abilities for media resources from the multiple perspectives.

Provided that the reliability of the questionnaires is real, through the statistics and analysis for questionnaires, the media literacy of “post-90s” university students is as follows:

3.1 Types of Media

In 2019, the 43rd China Internet Development Statistics Report showed that as of December 2018, China’s internet population was 829 million, of which 8.7% had college-level education, 9.9% had undergraduate-level education or above [18]. Obviously, the university student is the new media important audience group. As the core audiences of new media, the post-90s university students have an active thinking, and have a relatively high acceptability for the fourth media and the fifth media represented by network and mobile phone, while having a relatively low acceptability for the traditional media represented by newspapers, radios and television. Among the 283 effective questionnaires, 88.96% of the “post-90s” college students use mobile phones, 79.26% of them use the internet, and 51.5% of them are both internet and mobile phone users. At the same time, only 6.02% of post-90s use the traditional media newspaper, and only 7.02% of university students receive information by radio. Many university students think mobile phone use is so necessary that it has become a part of the life. Once they do not contact mobile phone, they will feel psychological anxiety. And the new media of network is closely related to life, the post-90s university students’ network expense keeps strong a month and becomes the main monthly expense.

The fast consumption culture of fragmentation reading is also reflected in the media contact content of post-90s university students. From 283 valid questionnaires, 88.3% of the university students mainly receive the images and videos in the daily information reception. The respondents admitted that “reading images or watching videos takes a shorter time, and is more suitable for the larger daily information demand”. For the written report that requires more than three minutes for reading, 78.9% of post-90s choose to give up the reading because it costs a longer time and requires for in-depth thinking. It can be found in the results of survey that post-90s university students have changed to the reading of videos and images via television, mobile phone and network from the reading of literature information in the traditional magazine and newspapers (Fig. 1).

3.2 Media Use Behavior

The length of media use time to a certain extent can reflect the importance of the media to the user and the user’s dependence on the media. Therefore, the use of media time is also an important index to examine the media literacy of the post-90s college students. For media contacting time, the post-90s university students interviewed express that they spend most of their spare time on using mobile phone and network. According to

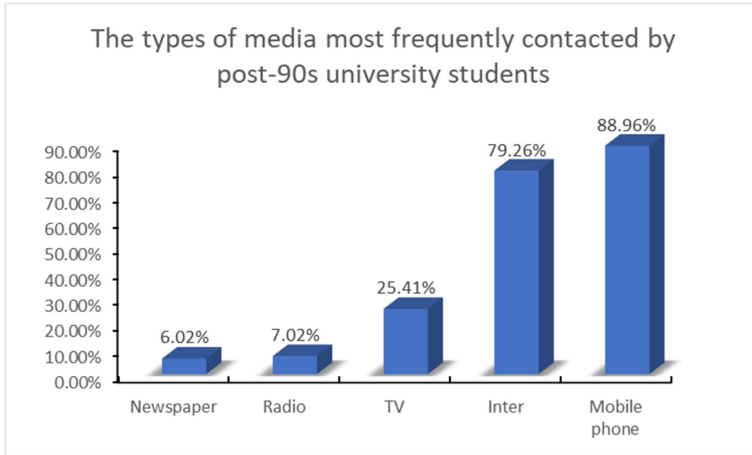


Fig. 1. The types of media most frequently contacted by post-90s university students

the survey, more than half of the university students use the mobile phone and network media for more than three hours within 24 h, accounting for 62.96%. 101 university students use the new media for 0.5–3 h per day, accounting for 34%. And only nine university students fill in 0.5 h or below for using media in the questionnaire. Due to the lack of supervision of parents and teachers in the spare time, the management and self-discipline awareness on using media and the self-management ability of university students are very weak. Some university students said that mobile phones and network have occupied the entire spare time, and the mobile phone and network have become a best means of time consuming.

During the use of new media, most of interviewed post-90s university students said that since payment, learning, social contact and literature search are mostly completed on line, thus most of their time using mobile phones is for the above activities. According to the results of survey, those who use the new media for study account for 30%, those who read news for keeping relations with society account for 20%, and those who aim at social contact account for 49.2%, while 41.2% of university students use it for fragmentation entertainment. Those who do not use it for data collection account for 30.76%, those who make less use of it for information acquisition account for 40.08%, and those who are limited to the learning and reading and make less use of it for social contact account for 8.9%. It can be seen that university students mainly use the new media for completing three functions including information acquisition, social contact and learning. However, during the on-site questionnaire distribution and interview, the author finds that the social abilities of post-90s university students have fallen obviously because they rely much on the social contact functions of new media. Many respondents admit that they prefer to communicate with real classmates and friends via text messages and voice in the online virtual social environment provided by mobile phone rather than communicating frankly face to face. Then, they usually stay in dormitory in their spare time, rarely communicate with classmates and teachers, indulge in the network and mobile phone, thus suffering

from social phobia and having difficulties to fit into the real life and participate in the social activities.

In terms of prying into the privacy of others, the survey results show that 71.23% of the students never use the media to pry into others' privacy, while 28.77% of the university students admit that they will choose to do so, and like the information about the privacy of others disseminated on the new media, for example, spread of bedroom remote installation camera, personal privacy exposure, camera appeared in the girls' bathroom and other personal privacy related news (Fig. 2).

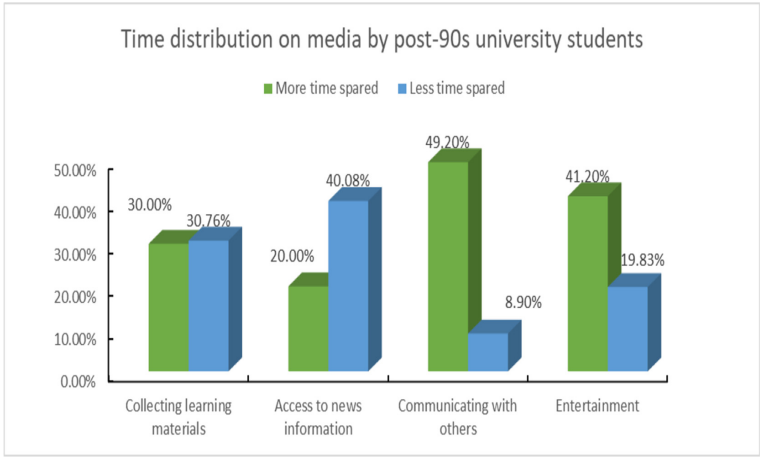


Fig. 2. Time distribution on media by post-90s university students

3.3 Attitudes to the Media Literacy

The awareness of media literacy is weak. In 1947, American social psychologist and one of the four founders of communication science Kurt Lewin proposed the concept of “gatekeeper” in the Channels of Group Life [19]. Lewin believes, in his study of the group communication, that the information flows in the channels with “door area”, in which there are some gatekeepers, and only the information which meets the group norms or gatekeeper’s value standards can enter the channels of dissemination. As the gatekeeper, the professional media organizations control the discourse power through agenda setting. In the We-Media era, anyone can give opinions on the common topic as long as you possess a mobile phone or computer, and the traditional gatekeeper is transferred to the civil public opinion field. In the one-way communication of traditional media receiving and releasing information, media organizations assume the responsibility and role of gatekeepers. In the context of we media, individuals become the gatekeeper of news information screening. Therefore, the media literacy of college students is particularly important. In the context of we media, the media literacy of college students is particularly important. But they have little idea about the “media literacy”. Over half of the post-90s university students said that they have never heard about the concept, accounting for

53.89%. And 43.72% of them know the connotation of media literacy through lectures and courses. It can be seen that the post-90s media literacy education has not attracted the attention of relevant departments of universities (Fig. 3).

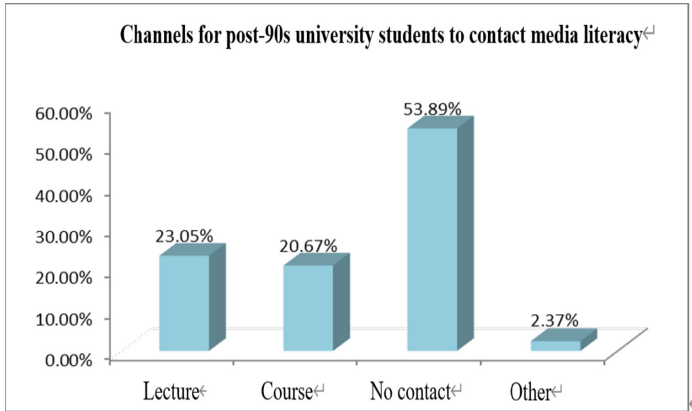


Fig. 3. Channels for post-90s university students to contact media literacy

3.4 The Interpretation Ability of Media Information

When the media reflects reality, it is not a “mirror-like” reflection of the objective world, but a screening and rewriting of reality information according to certain frames, values and ideologies, thus presents one kind of media construction “reality”. The audience with media literacy must be able to distinguish the authenticity of the media information, understand the hidden intention of the media, distinguish the facts and viewpoints in the information, and understand the difference between the reality of media construction and the objective reality. In other words, the audience has the ability to interpret and criticize the media information is an important media literacy. “Media Literacy” means to let people know that mass communication, as the information system of society, is the product of organizations, has its own interests and demands, and there is a gap between the world constructed by media and the real world.

The survey shows that “post-90s” college students have a certain ability of interpretation, and can make judgments on the authenticity of media information in line with their knowledge framework and thinking ability. Such as “one movement a day keeps the cancer away”, “seaweed is actually made of plastic”, “a pupil who is infected with rabies barks like a dog during outbreak”, “property can be stolen via WeChat payment code screenshots” and so on, “Post-90s” college students can use common sense to falsify. For the complex information that needs to be checked to judge whether it is true or not, the vast majority of “post-90s” college students can also maintain a certain degree of vigilance, and can rationally carry out the next step of action. 57.57% of them will check the authenticity of the information, but will not forward it; 36.3% of the people will only forward it after confirming the authenticity of the information; only 6.06% of

the “post-90s” college students will forward it without thinking. They can keep a certain of vigilance generally and know to judge the truth of the information through the inquiry of information sources.

Due to the young and irrational psychological characteristics of post-90s college students, their media literacy can not keep up with the rapid development of network media. According to the results of survey, as for the rumors transmitted among the acquaintances, such as “those who do not forward are not Chinese”, 21 university students will choose active contact, accounting for 7.04%; 142 choose occasional contact, accounting for 47.49%; 135 choose no active contact, accounting for 45.15%. This set of data reflects that although the post-90s university students have a certain judgment, their self-control is still not strong, and they will be influenced by the induced information and become the intermediary carrier of rumor communication. As for whether to release information about bad emotions and vulgar tastes, 68.89% of the respondents chose “never”, 29.43% of the college students chose “occasionally”, and 1.67% of the respondents still chose to publish or forward the information with bad emotions and low taste (Fig. 4).

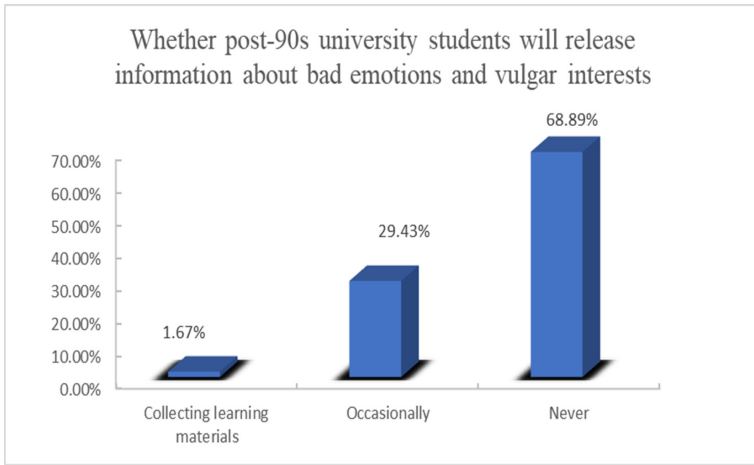


Fig. 4. Whether post-90s university students will release information about bad emotions and vulgar interests

The mass media is a material carrier for dissemination of all kinds of information to a wide audience. Traditionally, it refers to six media of books, newspapers, magazines, radio, television and movies with a wide range of dissemination. Nowadays, the development of new media depends on the rapid development of information technology. Lasswell summarized the basic functions of mass media as environmental monitoring, social coordination and inheritance of society heritage in 《The Structure and Function of Communication in Society》 published in 1948 [20]. In 1959, based on the views of Lasswell, Charles Wright supplemented the statement of “entertainment” function and expended the social functions of mass communication to “four-function theory” including environmental monitoring, interpretations and regulations, social functions and provision of entertainment in the Mass Communication: Discuss on Functions [21].

The survey shows that the post-90s university students have stronger personality and purpose, which is reflected in the use of new media. The post-90s university students use smart phones and networks with a strong purpose to satisfy their own learning, information, and social contact functions, which reflects the relative rationality of this group for the use of new media. But obtaining and transmitting information and providing entertainment are the basic functions of mass media, the post-90s university students under-utilize the social functions of mass media. Mass communication plays a key role in the dissemination of knowledge, values and code of conduct. The audiences are cultivated in the social composition factors such as family, school, etc., namely, the specific mass communication environment. The interviewed post-90s university students are mostly in the level of passive acceptance of information, and they selectively read, understand and absorb the major news with a certain orientation for public opinion, prefer to the entertaining and relaxing soft news with one-way thinking and rarely select the hard news such as the current political news, and they have insufficient sensitivity to news and lack universal humanistic care. In other words, the post-90s college students' use of the social coordination function, interpretation function and heritage function of mass media is inefficient.

The post-90s university students possess a certain critical thinking but lack critical ability for media resources. The critical ability of network public opinion refers to the ability to treat network information critically and to select, select and process information according to certain position, policy and value standard. The critical ability of network media can be further divided into media information processing ability, which can be divided into deep reading ability, critical questioning ability and independent thinking ability. The interactivity and quickness of new media bring convenience to the post-90s university students, while its complexity, grassroots and diversity are also weakening the university students' ability to interpret and criticize the information. For the phenomenon of "human flesh search" and "network tyranny" emerging in an endless stream on the Internet, 47.12% of the post-90s college students interviewed "know", 50.23% of them "don't care", and 2.65% of them "don't know". In "do not care about" 50.23% of the students said "do not want to know, do not care, no interest". On the choice of how to view this social phenomenon, 34.45% of the students thought it was "immoral", 53.78% of the students thought "netizens have the right to express their own opinions, it is a need to vent their emotions", and the remaining 11.77% students thought that "it doesn't matter, it's none of my business". From the perspective of the attitude towards bad information and the phenomenon of "network tyranny", the survey results show that some students can distinguish between the media reality and the objective reality, have certain thinking about the pseudo environment, and have a certain shallow ability to deal with the complex media content, but lack of in-depth thinking and questioning of the media content.

Based on the above data, a total of 93.87% of college students will make various judgments on the authenticity of information sources. However, "having certain judgment" is only a shallow level to judge whether the information is true. 62.23% of post-90s college students lack the ability to analyze media information in depth, and to think and criticize media resources from multiple perspectives.

4 Conclusions and Recommendations

4.1 The Main Conclusion

This paper focus on study the current situation of network media literacy of the post-90s university students in Guangzhou city. This paper analyzes the current situation of the undergraduates' network literacy from several universities in Guangzhou in four aspects including channel of network contact, media literacy awareness, and understanding and critical ability for information sources of the post-90s university students. From the above analysis, we can see that for the use of new media resources, post-90s university students not only show their psychological dependence on media resources and their certain discrimination ability for information source, but also shows their media literacy acquired in long-term information infiltration. The study found that the post-90s university students have a certain judgement for the media resources, but they lack the awareness of critical view of media information and lack critical thinking and critical abilities for media resources from the multiple perspectives.

4.2 Countermeasures and Suggestions on Improving the Network Media Literacy of Post-90s College Students

A sample survey of several universities in Guangzhou shows that media literacy is becoming more and more important to the post-1990s college students and has become a quality they must possess. However, although some "post-90s" college students have certain media literacy, it is still not enough to cope with the endless variety of media and complex media information, and their media literacy needs to be improved.

With the development of the media and the emergence of new media, the impact of the media, especially the new media represented by the mobile phone and the internet, on the "post-90s" college students is more and more extensive and profound, they live in the media, the media production information constructs the media ecology. In contrast, the post-90s college students rely more and more on the media, mobile phones, the internet and other new media have become their study, social and even leisure are inseparable partners, tools. However, when the new media represented by the mobile phone and the internet become more and more close to the post-90s college students, some negative or even negative influences also appear. It can be seen that the interactivity, quickness and intelligentization of the new media are really convenient for the post-90s college students, but the interactivity, quickness and intelligentization are based on the correct use of the new media and media information. In other words, only with a certain degree of media literacy, post-90s college students can effectively use a variety of media while trying to avoid their negative effects. Therefore, the media literacy for the post-90s of the importance of college students more and more prominent.

The media literacy of post-90s college students needs to be improved. The survey shows that the post-90s college students have certain media literacy. However, their media literacy still has obvious weak links and bias. Most students have not studied the relevant courses, lack of systematic media literacy knowledge and theory. Some post-90s college students spend a lot of time using the new media such as mobile phones and internet for social intercourse and entertainment, which not only affects their study

and life, but also weakens their social ability. Even some students have a psychological dependence on mobile phones, internet and other new media, a little long time without contact with mobile phones, internet and other new media will feel abnormal anxiety.

Because of the lack of media literacy and breeding, the evolution of a variety of problems, the consequences can not be underestimated. Some post-90s college students are relatively weak in resisting the bad media information, will contact the bad media information on their own initiative, and are easily affected by the bad information. Some college students also release or forward the information with bad mood and low-level interest, and become the disseminator and intermediary of the bad information. Therefore, as soon as possible to improve post-90s college students of the media literacy has become the school, the community is facing an urgent need to solve the problem.

Needless to say, there are many ways to improve the media literacy of post-90s college students. From the UK, the United States and other countries, media education is the main way of school education, social education and media publicity. Yu Guoming, Professor of Communication University of China, once pointed out that the choice and use of media is a kind of accomplishment. Its cultivation requires not only knowledge, experience and accumulation, but also wisdom, understanding and renewal. Although it belongs to the category of lifelong learning in essence, the school education of media literacy is one of the most important links. The surveys show that, the knowledge and ability of post-90s college students about media literacy are not acquired through systematic education. However, formal school education is the most direct and effective way to improve their media literacy. Because of this, media literacy has become a general course for all students in many colleges and universities in many developed countries. At present, China has carried out media literacy education for decades, but the importance of media literacy has not risen to the functional level of local government or national government departments. The implementation of media literacy education proposed by local governments or official institutions has been blank, and few universities have incorporated media literacy education into general compulsory courses. In view of this, it is suggested that media education should be included in the curriculum system of primary and secondary schools and universities, and clear teaching objectives, teaching methods and other teaching standards should be determined, so as to make it the same compulsory course as ideological and moral education, physical education and painting, and become a part of the teaching system of cultivating students' minds. In the stage of higher education, the media literacy of post-90s college students can be improved by setting up media literacy compulsory courses or elective courses. Media education is not only a kind of professional education, but also an important part of general education for college students. From the perspective of school education, the general course of media literacy promotion is widely carried out in universities. It is an effective way to promote media literacy in universities.

It can be seen that the media literacy education for the post-90s college students is not only a realistic need, but also a general trend in the era of globalization. Compared with the media literacy education in developed countries, the media literacy education for university students in our country starts relatively late, we must arouse the attention of relevant universities and administrative departments. China's universities should take the initiative to deal with the current situation of media development, realize the necessity and

urgency of developing media literacy education, and carry out media literacy education for post-90s college students as soon as possible.

From the perspective of self-education approach, the media literacy of the post-90s college students is mainly embodied by self-identification, self-study, self-restraint and self-cultivation. In the aspect of strengthening self-study, the post-90s college students can acquire positive media information actively, and form their own recognition symbols of media information through their own decoding, coding and sorting, so as to understand and accept them selectively, turn the symbol into self-cognition and complete self-education. This self-screening of media information and the acquisition of self-learning ability are rooted in school media literacy, so the path of self-education is inseparable from the premise of establishing stable and effective school education.

Secondly, the self-discipline and self-cultivation of the post-90s college students is the media ability, which is the ability to use and deal with the media information. At present, most universities have set up information retrieval, web page production, short video production, public number operation and other basic courses using new media. The survey found that the post-90s college students have a certain ability to operate the media, can produce and publish information through multimedia materials, participate in the discussion of topics on the Internet, in constant practice and learning to improve their own ability to operate the media. But faced with a variety of news information in a changing process, the post-90s college students lack a certain ability to identify and process it, which requires a great deal of contact and comparison of information in order to identify the true and false, this ability is the self-cultivation process of post-90s college students, is an important reflection of self-cultivation. And this kind of self-cultivation needs to be formed through reflection and self-denial. The post-90s college students need to resist the temptation of all kinds of vulgar information, form their own self-restraint system, keep their alertness on the ideological level at all times, and comply with social norms. Especially in the virtual environment where morality and law are difficult to restrain, strong moral consciousness can restrain self. Post-90s college students must cultivate self-restraint media character and form their own unique media self-cultivation.

Therefore, it is urgent and necessary to construct an efficient and reasonable media literacy education system. Only in this way can post-90s university students obtain the personal recognition on new media and the comprehensive ability for rational use of media resources.

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