A Survey on Current Situation of Online Digital Citizenship Behavior of College Students in China

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Abstract *---The advent of the digital age has reconstructed the social space and changed the traditional citizenship. When citizens are in a virtual world built by digital technology, they have a new identity, namely, digital citizenship. As digital citizens in the new era, it is of great significance to have a high level of digital citizenship which can conduct people to use various digital technologies safely, appropriately, responsibly and ethically. It is an inevitable requirement to improve college students' digital citizen literacy, because they are the builders and successors of the future society.This survey analyzes the basic five online behaviors of college students, including online learning behavior, online information behavior, online social behavior, online consumption behavior, online entertainment behavior, in order to sort out their characteristics and existing problems. It also analyzes the causes of the characteristics of their online behavior which shows the level of their digital citizenship and provides guidance strategies for establishing the correct value orientation of network behavior of post-00 college students, so that it can improve their digital citizenship that builds up their network literacy and standardizes their network anomie behavior.*

Keywords: *digital citizenship, online behavior, characteristics, college students, guidance strategy.*

I.   Introduction

In this study, it describes the impact of online learning behavior, online information behavior, online social behavior, online entertainment behavior and online consumption behavior on digital citizenship. An analysis will be made towards past researches on the problems of online behavior which affect digital citizenship. Each independent variable will be examined and explained in detail, using a review of the literature on the study and then give the guidance strategy to improve college students' digital citizenship which can make them behave well online.

II.   The Concept of Digital Citizenship

A modern and emerging concept in information technology is the concept of digital citizenship. During these years, after the development of internet communication, individual, social and cultural characteristics have changed. The concept of digital citizenship, defined as "appropriate and responsible code of conduct with regard to the use of technology", or "those who use the Internet regularly and effectively (Saxby, 2015). Nunes, (2017) believes that digital citizenship "tries to make the individual citizen, critic, enjoy the integrated freedom in the real and digital world". They are able to distinguish between the Internet and real life, know their rights and duties in cyber experience, and encourage citizens to criticize using social networks. To become digital citizens, they must have extensive access to new technology, information and communication technologies, such as

mobile phones, the Internet, computers, televisions and all related services such as social networks, blogs, forums, and so on. The technical elements allow them to run, bringing citizens into new ways of awareness and accessing to a new world with multiple knowledge and cultural practices and everyday social relationships means creating different digital skills. Isman and Canan Gungoren (2014) believed that digital citizenship is a person who uses information technology to engage in society, politics and government, as represented in the Internet, society, and participation. "Digital citizens are those who use the Internet regularly, effectively and are digitally efficient." Jennett and Cox (2018) They also have a comprehensive understanding of digital citizenship, which is appropriate and responsible behaviour when using technology, because digital citizenship assesses the quality of the response of individual to membership in a digital community. It often requires the participation of all members of society, whether visual or those who are less visible. For citizens to become digital, digital literacy, ethics in digital behaviour and safety in the use of the Internet, must be introduced, and private information in exchange for public information must be recognized.

Balnaves and Luca (2006) noted that for citizens to move to the stage of digital citizenship, they must have digital competence and be defined as a set of competencies that facilitate the use of digital devices, communication applications and networks to access information and implement better management. These competencies allow for the creation and exchange of digital content, communication and collaboration, as well as problem-solving to achieve productive and creative development in life, work and social activities in general.

O'Hara (2013) and Nunes (2017) noted that digital citizenship (also called cyber citizenship or e-citizenship) includes understanding political, cultural and social issues related to the use of ICT (information and communication technology), as well as applying appropriate behaviours to this understanding and the principles guiding it: ethics, legitimacy, security and responsibility in the use of the Internet, social networks and technologies available. Digital citizens are entitled to have access to and allocation of information and communication technologies to improve digital skills, to access information over the Internet in a safe, transparent and private manner, as well as to participate through technological means.

Carrasco-Sáez et al. (2017) and Saxby (2015) noted that digital citizens often use information technology on a large scale, create blogs, use multiple social networks, and participate in online journalism. Although digital citizenship begins when any child, teenager, and adult registers for an email address, post photos and uses e-commerce to purchase goods online, and participates in any online function by being an equip-per, a seller through the Internet or even a promoter for many online products. The process of becoming a digital citizen goes beyond simple Internet activity. Nov et al. (2011) considered that the basic framework for citizenship consists of three different traditions: liberalism, the republic, and the mandatory hierarchy. In this context, digital citizens need to exist to promote equal economic opportunities and increase political participation. In this way, digital technology helps reduce barriers for citizens to participate in society.

Roh Seungyong (2007) noted that digital citizenship provides both a social and political perspective and is used at the local level in organizations when they are also discussed at the national level. There are many ways to participate as a digital citizen to defend specific controversial causes or issues. Being a digital citizen includes a level of responsibility and global goals to follow.

Banaszak and Rodziewicz (2004) and Jennett and Cox (2018) added that digital citizen participation could be divided into several categories, the first category being through the dissemination of information. It includes one subcategory whose work is focused on the consistent dissemination of information, which is primarily characterized by citizens who use read-only websites where they obtain data from reliable sources to formulate judgments or facts. Many of these sites, where reliable information can be found are through the government, have communicated with government agencies to obtain valuable and important information, reformulate and interpret it in a systematic manner based on their accumulated experience and republish it in a way that affects the behaviors of viewers or readers of this news. The second category includes dynamic dissemination of information, which is more interactive and includes citizens as well as government officials. This is done through government officials having their social networking sites and interacting directly and quickly with the comments and opinions of commentators and can communicate through questions and answers and see comments written on social media. Citizens have the opportunity to participate in question and-answer dialogues through two-way communication platforms. The other category of digital citizen participation is citizen deliberations, which assess the type of participation and the role it plays when trying to ignite some kind of change in policy for participants who are established citizens. Citizens can also play a role by participating in online polls through complaints and recommendations sent mainly to government that can make changes in policy decisions. Dynamic participants can discuss with each other their ideas and recommendations at city council meetings or various media sites.

Czerniewicz and Brown (2010) saw one of the main advantages of participating in online discussions through digital citizenship is that it includes social integration. In a report on civic participation, citizen-led democracy can begin either through information shared over the web, state direct communication signals to the public, and social media tactics for both public and private companies. Bouzguenda et al. (2019) found that the societal nature of social media platforms allowed individuals to feel more socially integrated and familiar with political issues that were also found with their peers, known as the 'second-class effect'. Two types of opportunities emerge, as a result, the first being the ability to reduce barriers that can make exchanges much more accessible. In addition, they have the opportunity to participate in the transformational turmoil, allowing people with historically less political participation to mobilize more quickly and conveniently.

Choi et al. (2018) believed that digital citizenship is a term used to identify the appropriate and responsible use of technology among users. Three principles on how to use technology responsibly to become a digital citizen have been developed, include respect: rules of conduct and law are used to respect other digital users; education: literacy, communication, and commerce are used to learn about the appropriate use of the digital world; and protection: elements of rights, responsibilities, security, health and wellness are used to stay safe in the digital and non-digital world. Each principle contains three of the nine elements of digital citizenship.

Taking all literature review above into consideration, digital citizenship plays an essential part in people's online behavior,especially college students. Thus, it will analyse the characteristics and problems of five major online behaviors among college students for the next part and finally puts forward some guidance strategy for improving their digital citizenship.

III. The Concept of online behavior

The type of network behavior is the starting point and foothold of the research on network behavior. The

research of foreign scholars on the classification of network behavior mainly includes the following aspects: classification and summary from the perspective of ethics, which leads to online gambling, Internet addiction and illegal dissemination of information. There are few researches on general network behavior, and most of them focus on a specific behavior. For example, the research by Michael j.hart (2020）on the motivation of high school students and college students to use social networking site Facebook. Through online survey, it is found that college students spend more time using Facebook than high school students, while high school students have many more friends on Facebook than college students. Therefore, it is believed that high school students use this social networking site to pass the time, while college students use it to maintain social relations. Eman Alyami（2018）conducted a special study on online shopping behavior of international college students in Halifax, Nova Scotia, Canada. The results show that the 142 college students surveyed have a stronger perception of entertainment than practicality with regard to their attitudes towards online shopping. The existing shopping experience has a strong relationship with online shopping. Entertainment and practicality are the main motivations for international college students to shop online(Junco 'R, 2018). In his research, the network social relations are divided into three specific dimensions: information dimension, friendship dimension and connection dimension. Information dimension includes sharing information, publishing information, browsing graphic information to understand public events, etc; Connection dimensions include making new friends, dating, etc.

In order to effectively prevent the emergence of network anomie, foreign countries have taken various measures such as education and legislation. For example, in terms of education for college students, the United States is one of the most popular countries for online moral education courses. Some universities introduce online ethics into the classroom, such as the "Ethics and Law in the Electronic Frontier" course of MIT, the "Ethics and the Internet" course of Duke University(Watts LK, Wagner J, Velasquez B, et al, 2017) .The "Computer Ethics and Social Responsibility" course of Princeton University and the "Ten Commandments of Computer Ethics" launched by the Washington Institute of Computer Ethics and Ethics in the United States include "Do not use computers to influence work or harm others, and do not snoop, steal or plagiarize others' works in computers". The American Computer Association has also made provisions on general network ethics and professional codes of conduct, such as "to be fair, honest and reliable, to avoid harming others by using computers; to respect others' network privacy and keep others' secrets; to respect and protect others' legitimate intellectual property rights, as well as the property rights in intellectual property rights. In terms of educational content, foreign countries attach importance to the moral education of Internet users. Through a series of training, they positively guide Internet users to use the Internet correctly, and take some positive measures to strengthen security precautions and grasp information technology.

The definition of basic behavior and network behavior, combined with the research results of the concept of college students' network behavior, focuses on the "what" of college students' network behavior. According to the research, the current academic definition of the concept of college students' online behavior mainly starts from two aspects. First, from the perspective of the nature of college students' behavior in cyberspace, it is pointed out that college students' online behavior is a social behavior conducted by college students in cyberspace or with the help of cyberspace and network information technology, which can be divided into pro social behavior and anti-social behavior. This definition focuses on defining the nature of college students' network behavior from the place where the behavior occurs. Secondly, from the perspective of the purpose and specific performance of college students' use of the Internet, there are two views. One is that college students' online behavior refers to online activities such as information browsing and collection, communication and chat, business and entertainment that college students, as independent individuals, carry out. There are not only daily

network activities that ordinary users participate in, such as network management and use, but also activities such as network learning and research, as well as other activities that are carried out using the network. Second, it is believed that college students' network behavior refers to activities such as entertainment, communication, making friends, and obtaining information that college students use the Internet to carry out. In terms of the specific content of college students' network behavior, the above two views both cover the information, communication, making friends, entertainment and other activities that college students use the network to carry out. The difference between the two views is that the former contains more rich content than the latter and defines a wider range of behavior subjects. The former focuses on college students, while the latter focuses on college students.

To sum up, there is no consensus on the concept definition of college students' network behavior in the academic community at present. Based on this, this paper believes that college students' network behavior refers to the general term of learning promotion, information acquisition, communication and interaction, leisure and entertainment activities carried out by college students using the network, which should also include other behaviors caused by college students' improper use of the network, such as network plagiarism, network infringement, etc. However, the research on college students' network behavior cannot be limited to the definition of the concept, and its basic characteristics and basic types need to be further clarified, so as to clearly understand how college students' network behavior is different from other subjects' network behavior, and what specific forms of expression, etc, Therefore, further thinking and research are urgently needed.

3.1 Online Learning Behavior

Online learning behavior refers to the self-learning behavior of learners through network media, using computer technology and modern information dissemination technology to form an all-round, multi-channel, interactive teaching environment. Compared with the traditional way of learning. According to the survey by Lackovic N, Kerry R, Lowe R, et al. (2017), one of advantages of online learning is the content which can cross the boundaries of time and space, realize the sharing of major platforms, global sharing, and provide rich and diverse learning resources. Second, the forms are more diverse, not only can Through video teaching and live courses, real-time interaction can be fully realized. Third, the place is more free, not limited to traditional teaching places, and a variety of teaching places and teaching methods can be selected. But at the same time, under the premise that the network is infinitely open and highly free, network learning requires the learning subject to have strong self-control and consciousness, and at the same time to master certain network technology and network knowledge.

Based on the research of Nordin MS, Ahmad TBT, Zubairi AM, et al. (2016), the online learning behavior of college students refers to the activities of college students in the network or using network technology to obtain a certain learning result under a certain motivation, including both broad and narrow senses. What can be indicated from the survey of Jackson.M(2020) that college students' online learning refers to the process in which college students have undergone various changes under the influence of the network environment. Behavior has three distinctive features: purpose, diversity and expansion(Maconk.Lin,2019). First of all, the purpose of college students' online learning behavior is that college students have clear goals and plans for their online learning, and they are not aimless activities. Secondly, there is a diversity of college students' online learning behaviors on a basis of Bristain.L(2017). There are various ways. First, it is divided according to the purpose of college students' online learning, which can be divided into school curriculum learning and ability development learning. In addition, it can be divided into different carriers of college students' online learning, which can be divided into online classroom learning and self-checking material learning and so on. What's more,

the expansion of college students' online learning behavior is shown in that college students' online learning can not only meet their own academic needs, but also use it to improve themselves better. However, some problems are caused by online learning behavior because of complex reasons.

3.1.1 Network Infringement

The emergence of the Internet has made it possible for college students to easily obtain various kinds of information and information, which is of great significance for college students to improve their professional quality and broaden their horizons. However, the accessibility of academic information and the openness and free nature of the Internet, to a certain extent, contribute to the inertia of college students. According to the survey of Lv Jing (2022) , It can be seen that college students directly search for answers on the Internet in order to complete their homework. This phenomenon of network anomie occurs frequently. At the same time, this inertia also gave birth to the network infringement of college students in the process of online learning. According to the survey results, it shows that in order to cope with the tasks assigned by teachers, some college students directly download relevant materials or works from the Internet and submit them to teachers as their own knowledge achievements, even copy, reprint and disseminate them. However, in this process, due to the lack of awareness of intellectual property rights, college students did not seek the authorization and consent of the author or publisher of their reference works when copying and downloading materials, which is an intellectual infringement. Secondly, the use of pirated audio-visual materials by college students is also an indirect infringement of network knowledge. According to the survey of Zhao Wenzhu(2020), it can be seen that some college students will use pirated audio-visual materials, and a few will often use them because of their low cost and easy access.To some extent, their behavior infringes the legitimate rights and interests of the copyright owners of learning resources.

3.1.2 Academic Fraud

When writing academic papers, there are academic plagiarism and falsification. College students directly copy and paste other people's academic achievements without reference marks, and even find others to write papers through online channels. According to the research by Dunaway, M. & Macharia, M. (2021),this kind of immoral behavior of network academic will not only make the integrity and professional ability of college students questioned, but also damage the authenticity and preciseness of academic research, which is easy to form a bad atmosphere in the academic community.

3.2 Online Information Behavior

Network information behavior refers to the response of network users to external conditions under the domination of cognitive thinking. Inquiry, information selection, information storage, information absorption and utilization, information processing, information interaction and other activities (Jinping Zhong,2021). Compared with traditional information behaviors, the advantages of network information behaviors are that the acquisition time is highly synchronized, the release of information and the reception of information are basically synchronized. And its occurrence can be calculated in minutes and seconds. There are specialized news websites, software, and APPs, such as CCTV News, CCTV Audio and Video, Learning Power and so on.There are also specialized websites and APPs, such as military, economic, cultural, as well as microblogs that provide entertainment information. Blog, Douyin, Tencent News, etc.; What's more, information exchange and feedback are highly real-time and interactive. Network subjects can express their opinions anytime and anywhere. Comments can also be updated synchronously, which is convenient for timely understanding of network

information and access to information feedback. Based on this, college students' network information behavior refers to the process of online browsing, query selection, acquisition, expression, absorption and processing of information by college students under the control of information demand cognition (Xu Shun,2019). It is mainly manifested in the behaviors of browsing websites and information, understanding domestic and foreign news, watching advertisements, and publishing logs online. It has the remarkable characteristics of diversification, self-help and fragmentation(Zhang Lingqian,2018).

First, the diversification of college students' online information behavior is mainly reflected in a variety of types and contents of information that college students browse and obtain. To further improve the information itself and improve themselves. Second, the self-help of college students' online information behavior is mainly reflected in the self-help process of college students' online information behavior, which is not controlled and dominated by others, and the choice and acquisition of information are mostly based on their own development. Third, the fragmentation of college students' online information behavior is mainly manifested in the rapidly updated information release platform and the dazzling sea of information, which will bring visual impact to college students, resulting in systematic and systematic information. The comprehensiveness is destroyed, so that the online information behavior of college students is more of a quantitative accumulation rather than a qualitative improvement.

3.2.1 Non-standardized network language

The emergence of the Internet has provided an appropriate space for college students to freely express their thoughts and thoughts, met their needs to share life, and made the information dissemination of college students in the We-media cyberspace more convenient. However, this anonymity and randomness has gradually liberalized people's words and deeds in the cyberspace, and the awareness of moral norms has gradually weakened. However, college students in the developing stage are vulnerable to the influence of others' words and deeds on the Internet due to their lack of sufficient self-control and discrimination, and blindly imitate and spread, resulting in some irrational behaviors. Among them, the abuse of network language is an improper behavior of college students under the network liberalization. Non-standard network pragmatics means that the use of network language weakens or even abandons the basic language rules, and uses words and words too casually, making the use of network language appear to be misused or abused. Common language irregularities include homophones and English letters. For example, "yyds" stands for "eternal god". According to the survey by Wo Shishi(2019), these network languages are the products of the information age and become the unique way for college students to express their ideas. However, because of their colloquialism and casual use of words, the network language has also impacted the correct language norms and traditional cultural system, reducing college students' written expression ability and language aesthetic ability. And it is not conducive to the cultivation of rigorous, logical, and based language use system and expression norms for college students.

3.2.2 Cyber Verbal Violence

The nonstandard phenomenon of college students' network language has further bred network language violence. According to the study of Yu TK, Lin ML, Liao YK (2017) , network language violence mainly includes two aspects. First, language indulgence and network abuse. Because of the openness, virtuality and anonymity of the network, some college students take cyberspace as their "vent", regardless of the feelings and interests of others, openly talk about and disclose others' privacy on various We-media platforms, arbitrarily comment on and make judgments about events they don't know and the words and actions of people they don't know, and even slander and slander others with some extreme and vulgar language to take this opportunity to

vent your negative emotions. The second is the release and dissemination of inappropriate information. College students transmit and disseminate information without factual basis and without verification, which has a negative impact on the credibility and authenticity of network information to a certain extent, making the recipients and viewers of their information bear corresponding risks. For example, the ethical anomie of microblogging in recent years is a significant manifestation of this aspect. Microblog is currently the most popular online platform for college students to share life and social interaction. In the world of microblog, some college students, in order to pursue the fame of "Big V", release some false rumors and unhealthy information at will, regardless of the existing restrictions and rules, or publish some innovative and vulgar remarks on the Internet, regardless of whether it is black or white, to provoke verbal abuse among netizens to achieve their own popularity and win attention. Moreover, some college students will use microblog to carry out false lottery activities to carry out online fraud, steal other people's private information and defraud money.

3.2.3 Network hacker intrusion

At present, network hacking has also become a form for some college students to express themselves on the network. College students are a high-quality group who have acquired professional knowledge through systematic learning and specialized education. In order to pursue their "superior" secret pleasure and excitement, very few of them with high computer talent will deliberately invade and spread some viruses that cause great damage to others and society in cyberspace by virtue of their superior professional ability and skilled technology Affect and destroy other people's computer equipment and systems, even pry into other people's privacy, and endanger the normal operation of social networks. They show their ability and superiority through such an extreme and non-standard form of network expression, and express some personal views and attitudes.Therefore, it is the high time that digital citizenship should be improved urgently.

3.3 Online Social Behavior

Network social behavior refers to the activities that people conduct information dissemination and emotional exchange through the intermediary of network platforms, and form networked interpersonal relationships and social interpersonal exchanges. It is a process in which people communicate information and emotions through the network. Compared with the traditional social networking, online social networking has the remarkable characteristics of immediacy, anonymity, equality and so on by virtue of the unique advantages of the network.

First, the immediacy of online social networking is mainly manifested in that it breaks through the limitations of time and place, the speed of information dissemination and reprinting is fast. Moreover, communication and interaction can be conducted anytime and anywhere. Secondly, the anonymity of online social networking is mainly reflected in the use of social software. Internet users can conduct social activities with strangers who are active in the Internet on the basis of hiding their real names, actual identities and other personal information. Finally, the equality of social networking on the Internet is mainly manifested in different ethnic groups, different countries, and different regions. Internet users of different identities and ages can achieve social activities, which cannot be easily achieved in the real society.

Based on the survey by Zylka J, Christoph G, Kroehne U, et al. (2015) , the online social behavior of college students refers to the activities of college students in the cyberspace to disseminate information, communicate emotionally, and establish social relations and interpersonal communication with others. It is mainly manifested in online chat, online dating, online community activities, etc. It has the remarkable characteristics of various social forms and novel social expressions. First, there are various forms of college

students' online social behaviors, which are mainly manifested in that their online chatting and online making friends are not limited to Wechat and QQ. They will make full use of various network resources to carry out online social activities. There are social activities caused by game behavior, social activities caused by chasing stars, and social activities caused by the same interests. From the perspective of online social platforms, college students have salted fish friends, Weibo friends, Wechat friends and other friends, all of which fully reflect the rich and diverse forms of college students' online social interaction. Moreover, the expression of college students' online social behavior is novel, which is mainly reflected in the fact that college students are keen to use short and concise abbreviations and specific online terms in online social networking. On the one hand, it saves typing time, and on the other hand, it also enriches the online social content of college students. Meanwhile, some problems raise due to the complex online situation.

3.3.1 Network social anomie

From the answers to various questions in the online social dimension, college students' online anomie behavior in the online social dimension is at the middle level, and college students' average value in terms of immersing in online interpersonal communication and using virtual identity to carry out online social interaction is high, which to some extent indicates that some college students are gradually addicted to online social interaction, and think that it is more comfortable and comfortable to carry out online social interaction than to carry out real social interaction. However, there is little difference in the average value of correctly distinguishing between real and virtual roles, maliciously deceiving others while chatting, playing with others' feelings during online social networking and openly talking about others' privacy, which indicates that some college students have anomie behaviors in these aspects, but relatively speaking, the degree of anomie is low.

3.3.2 Self-role confusion

Due to their own personality characteristics and life experience, some college students are difficult to share their ideas with others in an equal and relaxed attitude. They will be too sensitive, feel shy and afraid when interacting with others in real life. However, they also want to get the understanding and attention of others, and are eager to harvest friendship. The emergence of online social platforms provides college students with a way to communicate with others in an anonymous and virtual way, which avoids their restraint and tension in real communication, and satisfies their psychology and needs to communicate with others, However, this anonymity and virtuality also contributed to the anomie of online social networking to a certain extent. The virtual cyberspace breaks through the restriction of age, gender, appearance and identity characteristics. When college students communicate with strangers through the network, they can freely shape a role and identity that they expect and are satisfied with, and get along with others under this identity background. This long-term and wrong social role orientation will make college students confuse the reality and the self-identity cognition in the network, and make them feel uncomfortable when they return to the reality of interpersonal communication, It leads to confusion of self role and crisis of self identity. According to the data survey and analysis of Xu shun(2019), most college students can't correctly distinguish between real roles and virtual roles in the network when they are socializing online. It is critical for college students to develop the level of digital citizenship.

3.3.3 Trust crisis

The anonymity of network information will also make college students suspicious and defensive when communicating with others because they can't determine the authenticity of their online communication object information. In the long run, this distrust will also be brought into the communication in daily life, so that

college students have a strong sense of defense when communicating with others in real life. On one hand, they will not open their hearts easily, and their trust in others and themselves will be reduced, forming a crisis of trust. On the other hand, online social networking also has the corresponding risk of being cheated. In addition, more and more college students are more immersed in cyberspace for interpersonal communication. Based on the research of Dunaway, M. & Macharia, M. (2021), overindulgence in interpersonal relationships in the network world not only degrades the ability and skills of college students to communicate with others in real life, but also makes the way they think about problems tend to be idealized. The way they behave tends to be free, the sense of responsibility gradually fades, the moral concept gradually weakens, and the reality of emotional apathy.

3.4 Online Entertainment Behavior

Internet entertainment behavior refers to the general term for Internet activities that netizens use the Internet to carry out physical and mental pleasure and relaxation. It has basic characteristics such as diversity and pleasure. First, the diversity of online entertainment behavior is mainly reflected in its various forms. Activities such as watching movies online, listening to music, and playing games are all manifestations of online entertainment behavior; secondly, the pleasure of online entertainment behavior is mainly reflected in its relaxation It can help college students relax their body and mind properly under heavy pressure, feel the beauty and happiness in life, and generate positive emotions. Based on this, college students' online entertainment behavior refers to the sum of activities that college students use the Internet to carry out to relieve study pressure and soothe their personal mood. Common online entertainment behaviors of college students mainly include watching videos, reading novels, watching live broadcasts, playing games, and listening to music. Because college students have the characteristics of lively thinking, abundant emotions, and vigorous vitality, the online entertainment behavior of college students is more diversified and homogenized than that of other groups.

First, the diversification of college students' online entertainment behavior is mainly reflected in the diversification of entertainment forms, which are mostly activities to relieve study pressure and relieve personal mood, such as playing games (including web games and mobile games), watching videos (including Anime, popular dramas, variety shows, etc.), in addition to online novels, shopping software, social platforms, etc. are also popular. Second, the homogeneity of college students' online entertainment behavior is mainly manifested in that due to the influence of similar growth backgrounds, age stages, and popular elements, college students will pay more attention to the entertainment content often discussed by peer groups, and then corresponding online entertainment behaviors will occur. For example, watching popular dramas, high-scoring movies, listening to music on the charts, etc., all show the homogeneous characteristics of college students' online entertainment behavior.

3.4.1 Indulging in online games

While there are some problems existing in the online entertainment behavior thanks to the complicate background. According to the 49th Statistical Report on the Development of China's Internet released by the China Internet Network Information Center, "By December 2021, the number of online game users in China has reached 554 million, accounting for 53.6% of the total number of Internet users." Online games attract college students by virtue of their lifelike experience of different roles and the promotion and rewards of beating monsters. Its stimulation and virtuality can make college students completely relax physically and mentally, temporarily break away from the troubles in real life, and gain self-esteem, self-confidence, satisfaction, sense of achievement and vanity that they cannot experience in real life. Therefore, many college students are unable

to resist the great temptation of online games and become overly dependent on them. Once they reduce their use, they will feel bored and uninterested in anything, which will affect their daily learning and physical and mental health. Moreover, the frequent conversion and sense of substitution of different roles in the game blur their moral cognition to a certain extent, blur the difference between the game world and the real world, and lead to confusion of their self-identity. It is easy to bring the behavior habits and ways of dealing with war in the virtual world into the real world, stimulate the implicit aggressiveness of college students, and promote their tendency to violence. College students who are addicted to online games may be different from each other in the game and after the game. They are very excited when playing the game. After the game, their passion fades away. The insipidity in real life will make them feel bored and bored, forming a huge psychological gap, leading to problems such as mental depression and inattention; At the same time, indulging in games will make college students' sense of time vague and their biological clock disordered, which will not only damage their health, but also affect their learning attitude and efficiency.

3.4.2 Browse pornographic and violent pictures and videos

According to the statistical results of the average value of each item under the online entertainment dimension and the selection of each item under the online entertainment dimension(Wang Xing, 2020), we can know that college students will have such entertainment anomie behavior. Taking the above survey into consideration, it can be concluded that some college students are hard to resist the pornographic, violent pictures and videos popping up on the web page driven by curiosity. After experiencing this kind of secret pleasure, they will immerse themselves in it and frequently browse and watch such videos and videos. Some college students with computer technology and foundation will even set up pornographic and violent websites themselves to spread such information. College students spend a lot of time on negative network information which can be cognitively aware of its harm to their own growth, but they can't control themselves psychologically and behaviorally and immerse themselves in this secret stimulus. Therefore, they will become depressed, anxious, sensitive and inferiority complex in the process of self-contradiction, and even lose the ability to socialize with others normally.

3.5 Online Consumption Behavior

Internet consumption behavior refers to the process of obtaining tangible or intangible goods with the convenience and speed of the Internet to meet their own needs(José Manuel Otero-López,Estíbaliz Villardefrancos Pol. 2013 (5). The main behaviors are online shopping, online shop, online travel and so on. First, online shopping is that consumers search for the information of the products they want to buy on the Internet. After communicating with the merchants to confirm the attributes of the products, they send out shopping requests through electronic orders and make online payments. Moreover, the merchants deliver the products in a certain way. Door-to-door shopping, refers to consumers conducting commodity transactions on some websites that provide online trading space and services. It has the advantages of low cost, location freedom and time freedom. Besides, online tourism means that tourists communicate with travel websites through the Internet, arrange their own travel routes online, propose the required transportation methods and accommodation conditions and so on, and then the website will arrange a specific itinerary according to your needs.

In the whole process, tourists are no longer accompanied by traditional tour guides, but contact tourism websites through the Internet, and obtain "personalized" services provided by tourism websites for different tourists anytime, anywhere. Based on this, the online consumption behavior of college students refers to the fact

that college students rely on the financial support of their parents to use the Internet to buy tangible or intangible goods that they need. In the development process of online consumption, college students occupy a very important part. Compared with middle school students, college students have more freedom in the management of living expenses, and compared with adults, life pressure and the economic burden is also small, so that college students have relatively abundant funds, small economic burden and unique shopping advantages when they consume online. In addition, the discount activities and "freight insurance" guarantees launched by major platforms have stimulated the desire of college students to consume online and eliminated some of the drawbacks of offline consumption. The online consumption behavior of college students is mainly reflected in online shopping behavior. According to the different types of products they purchase, they can be divided into different e-commerce platforms for shopping. For example, for personal clothing, snacks, and life accessories, college students choose Taobao, Mogujie, etc.; For digital and electronic products, they choose JD.com, Tmall, etc.; for magazines and books, they choose JD.com, Dangdang.com, etc.; high-end product discount area , choose Vipshop more; and according to the different payment methods, it can be divided into full payment, installment payment, Huabei/white strip payment, first use and then payment, etc.

The diverse types and expressions of college students' online behaviors greatly enrich the daily life of college students. However, due to the above-mentioned network behaviors of college students, there will also be many problems, such as excessive online consumption costs, excessive online entertainment time, and addiction to online games. It can consciously regulate network behavior and reasonably enrich university life (Jaehoon Lee,L. J. Shrum. 2012 (3). Thus, it is necessary to develop students' digital citizenship so as to guide themselves to behave online correctly.

3.5.1   Blind comparison and consumption

As survey chart of Mai Yonghui (2021) showed,students blindly follow others for online consumption in order to pursue their personality and satisfy their vanity. In this process, they excessively pursue fashion, indulge in buying brand-name products and luxury goods, do not consider the practicality of the goods themselves, but only pay attention to the symbolic value, symbolic value and the so-called sense of belonging in interpersonal communication of these goods. These college students construct their own lives according to other people's life attitudes and norms, are keen to pursue comparative advantages, ignore their own aesthetic needs, and affect the establishment of correct self-cognition and the grasp of self-needs.

3.5.2   Excessive consumption in advance

The economic level of college students at the stage of study is limited, which is not enough to support the high frequency and high expenditure of online luxury consumption. However, in order to meet their psychology and desire to compete with others, they pursue new products regardless of their actual repayment ability and demand. They use Ant Huabei, JD Baitiao and other loan platforms to pay in advance for purchase, and owe bills that are difficult to pay. Some college students even fall into the campus loan fraud which may do harm to students' mental and physical health.

3.5.3   Dishonest transaction

Some college students take advantage of the convenience and maneuverability of online consumption to take advantage of the consumption platform and occupy public resources. In this process, they only seek to maximize their own interests and do not consider whether their actions will cause losses to others. These network behaviors violate the principle of honesty and are also a manifestation of moral misconduct. At the

same time, there are also a few college students who use the network to purchase goods to earn living expenses, in order to pursue high income, they carry out false propaganda or sell fake and inferior products.

IV.   Literature Gap

So far, there are plenty of researches on digital citizenship. However, these studies with a certain approach have not been conducted for the aspect of online behavior of college students. Refer to the research by Dunaway, M. & Macharia, M. (2021), it only focused that perceived learning outcomes indirectly impact the relationship between digital citizenship and cyberbullying behaviors which is a narrow research on online learning behavior regardless of other factors. In addition, according to the study of Ahlam Mohammed Al-Abdullatif (2020), the results showed that undergraduate students have an insufficient level of knowledge about good digital citizenship which only pay attention to the sample of undergraduate students and reasons for low level digital citizenship but not to cover all kinds of college students and factors affecting digital citizenship are not well-considered.What's more, the study by Gang and Schmillen (2018), which is aimed at studying the growth of the digital citizenship in higher education, but this study did not mention factors affecting digital citizenship. It's not a secret that students are unavoidable to behave online. Another example is the study by Jinping Zhong, Yunxiang Zheng, Xingyun Huang, Dengxian Mo, Jiaxin Gong, Mingyi Li and Jingxiu Huang (2021), conducted on college students' digital citizenship level has a significantly negative correlation with cyberbullying. In this study, a factor of cyberbullying related to college students' digital citizenship level were noted, but other factors of online behavior affecting digital citizenship were not noted. Thus, the research conducted among college students in China is mainly aimed at solving problems with online behaviors as well as searching for measures to improving students' digital citizenship. In the current study, factors including online learning, online information, online social, online entertainment and online consumption behavior are considered, and how they affect the digital citizenship among college students so as to make further contribution to digital citizenship of all the citizens in the society.

V.   Conclusion

It is a complicated and arduous task to effectively regulate and correct the network loss behavior of college students. Combined characteristics with existing problems of online behavior among college students, it is necessary to strengthen the construction of the network legal system and the supervision of the network. The universities need to teach the basic knowledge of the Internet through innovative education methods and educational concepts to conduct network psychological health education and network ethical moral education. It also requires college students to establish the correct network values themselves, strengthen network moral self -discipline and self -control, and strengthen the quality of digital citizenship. Only through the above methods can college students effectively reduce the chance of the dislocation behavior of networks,to be a qualified socialist "net person" who has good digital citizenship and behave well online.

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