

Study on physiological counseling of post-00s college students' screen socializing dependence

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Abstract: As post-00s college students who have grown up in the era of Internet, screen socializing dependence has become one of the main reasons that affect their interpersonal skills. This paper, based on student dormitory, performs psychological counseling and establish online and offline psychological field of the dormitory, to create a good atmosphere of communication.

1. Introduction

1.1 Historical background

1.1.1 Network "micro era"

With the rapid development of network information technology, information dissemination carriers such as Weibo, WeChat, "micro videos", and "micro movies" marked by "micro" continue to emerge, and society has entered the "micro era". The "micro era" mentioned refers to the use of portable mobile terminals such as smartphones and tablets as the medium, based on mobile Internet technology, and APP such as Weibo and WeChat as the carrier, with micro content, micro expression, and micro-communication, micro-reading, micro-public welfare as forms of the communication era. The "micro era" is the latest stage of the development of the Internet and the latest era of new media communication on the Internet. It has become an important background and reality in China. As the main force in the use of the Internet, college students have been subtly connected and deeply integrated with the Internet in their daily life and learning.

1.1.2 Network needs of post-00s college students

In the fall of 2018, post-00s officially entered university campus as a group. According to the big data reported by freshmen in various colleges and universities, nearly 3/4 of the undergraduate freshmen in 2018 were post-00s. This group, known as "the millennium generation" and "421 family babies", are the "Internet generation" who have grown up in the era of the Internet with distinctive characteristics of "digital natives". As the most active and loyal group on the Internet, they rely on the Internet, and their words and deeds are deeply influenced by the Internet. The "micro era" provides a brand-new information exchange space for post-00s college students, which profoundly affects college students' daily life, communication, thinking, and values. Based on this, while sorting out the group characteristics of post-00s college students, it is also urgent to analyze

the new positive states and concerns of the “micro-era” and post-00s college students’ network behaviors, and provide a new project for ideological and political education for college students.

1.2 Realistic background

The network behaviors of “micro-era” college students present distinctive personality characteristics and era characteristics, accompanied by the dissolution of some behavioral concerns and values. Among them, the “screen socializing” dependence highlights the problems of college students’ interpersonal behaviors.

1.2.1 Current status of “screen socializing”

According to the 43rd *Statistical Report on Internet Development in China* issued by China Internet Network Information Center (CNNIC) in February 2010, as of December 2018, the number of Internet users in China was 829 million, of which the number of mobile phone users reached 817 million, and the proportion of netizens in the age of 20-29 is the highest, reaching 26.8%. The student group is the largest, accounting for 25.4%. In the questionnaire survey about “if you come to register, which three things are the most valuable or the most indispensable”, 60% of post-00s freshmen chose mobile phones and 30% of them chose computers.

1.2.2 Current status of “screen socializing” of post-00s college students

Table 1 Statistics on Internet Addiction in 2018 and 2019 General Psychological Tests of the Big Data Institute

Content Quantity	Class of 2018				Class of 2019			
	Grade 1	Grade 2	Grade 3	No psychological problem	Grade 1	Grade 2	Grade 3	No psychological problem
Number of people at different levels	30	57	67	241	47	50	84	201
Number of Internet addiction	21	51	48	76	41	39	66	102
Internet addiction ratio	70%	89.48%	71.64%	31.54%	87.23%	78.00%	78.57%	50.75%
Total	49.62%				64.92%			

Note: The national average value of Internet addiction is 8.56 (2019) and 8.96 (2018)

The Table 1 shows that the proportion of Internet addiction among students in the class of 2018 and 2019 is as high as over 60%. In the screening after the general psychological test, we communicated with the interviewed students. The students believed that Internet addiction was mainly due to the dependence on mobile phones, rather than the computer, especially the excessively long time playing with mobile phones, which affects communication between people. It can be seen that “screen socializing” occupies a lot of leisure time and living space of college students born after 2000s, and it has obviously become an important way for college students to socialize.

1.2.3 “Screen socializing” dependence: concerns on interpersonal behaviors of post-00s college students

“Screen socializing” dependence refers to the addiction to “screen socializing” in the virtual circle of friends. Once people leave the mobile phone, it will produce a mental state of emptiness, helplessness, tension and even panic. People focus too much on the inch-sized screens, which reduces the facial expressions, eye expressions, body language and other elements in face-to-face real-life interactions, making it more difficult to feel each other’s inner real emotions, and it is not conducive to deep-level spiritual communication.

Therefore, with the increase in the frequency of online virtual interpersonal communication among college students, the time and opportunities for real interpersonal communication is naturally reduced. Due to excessive reliance on “screen socializing”, some college students are addicted to the new media social network space, unwilling to express themselves, and lack the ability and skills to deal with real interpersonal relationships, which weakens their interpersonal communication and practical skills in real life, generates fear for normal social interactions and problems such as loneliness, low self-esteem, depression, anxiety, and lack of social support, and further induces obstacles in real interpersonal communication.

2. Investigation and analysis on “screen socializing” of post-00s college students

2.1 Questionnaire survey on “screen socializing” dependence of college students

In order to further understand the dependence degree of post-00s college students on screen social interaction, this study conducted a questionnaire survey through Mobile Dependence Scale (MPAI). A total of 495 students participated in the survey. This questionnaire consists of 17 items, mainly in three aspects: the time spent on mobile phone, the state when there is no mobile phone, and the use of mobile phone when down in spirits. Every item includes five levels: almost none, occasionally, sometimes, often and always. A few representative content options is shown in Table 2.

Table 2 A few representative content options

No.	Content	Almost none	Occasionally	Sometimes	Often	Always
1	Someone said you spend too much time on your phone	33.74%	32.73%	24.85%	6.46%	2.22%
2	You try to spend less time on your phone but you can’t	36.36%	29.09%	20.61%	9.9%	4.04%
3	If you don’t check your text messages for a while or your phone is not turned on, you will become anxious	49.7%	24.85%	18.18%	4.65%	2.63%
4	If you don’t have a mobile phone, it will be difficult for your friends to reach you	29.9%	17.58%	24.85%	16.36%	11.31%
5	When you are in a low mood, you will use your phone to improve your mood	27.47%	25.66%	27.27%	13.33%	6.26%
6	The time spent on your mobile phone directly leads to a decrease in your work efficiency	33.54%	29.49%	25.05%	7.07%	4.85%

The data shows 66.26% of students think they spend more time on mobile phones; 63.64% of students try to spend less time on mobile phones, but fail to do so; 50.3% of students think that they

will feel anxious if they haven't checked their phones for a while; 70.1% of students feel that if they don't have a mobile phone, it will be difficult for their friends to contact them; 72.53% of students will boost their bad emotions with mobile phone; 66.46% of students feel that playing mobile phones will cause low work efficiency. This shows that the dependence degree of college students on mobile phones is still relatively high.

2.2 Interviews on the influence of “screen socializing” dependence on interpersonal relationship

Students' dependence on mobile phones inevitably affects their interpersonal relationships. In order to further explore the influence, we interviewed ten junior and third-year students. The interview results is shown in Table 3.

Table 3 Interview results

No.	Student	After coming back to dormitory	Does it affect interpersonal relationships	Cause
1	Yao	Play more on mobile phones	None	Interpersonal relationship is different from roommate relationship
2	Yao	Play more on mobile phones	A certain	There are other ways of communication
3	Fan	Play more on mobile phones	Not much	There is the opportunity to communicate with roommates
4	Hao	Play more on mobile phones	None	Roommate relationship is relatively ordinary
5	Wu	Play more on mobile phones	Not much	Don't like communication
6	Ma	Play more on mobile phones	A certain	No in-depth communication
7	Wu	Play more on mobile phones	None	Can play mobile phones together
8	Xu	Play more on mobile phones	None	Communicate when not playing
9	Zhang	Play more on mobile phones	A certain	Less communication
10	Hao	Play more on mobile phones	A certain	Feel useless

According to the interviews, the phenomenon of students using mobile phones after returning to dormitory is common, but they feel that using mobile phones does not have a great impact on their interpersonal relationships. According to a student surnamed Meng, after arriving in dormitory, even though they are playing mobile phones, everyone still eats together, chats together, and sometimes plays games together. This will not affect the relationship between the roommates. After further inquiry, it is found that for students, the interpersonal relationship should be relatively close. Although roommates usually have more contact with each other, most of students did not consider the roommate relationship in the interpersonal relationship. However, does the roommate relationship really have no effect on the interpersonal relationship of college students? The answer is no. Starting from the case of Ma Jiajue, vicious incidents due to conflicts between roommates

have also occurred from time to time. Therefore, psychological counseling for “screen socializing” dependence of post-00s college students has also been put on the agenda.

3. Psychological counseling

Modern psychological counseling and treatment originated in European and American countries, and most of its theoretical foundation, methodology, technology and language expression are full with Western culture. At present, in view of the screen socializing dependence of post-00s college students, if psychological health educators still focus their work on the intervention and treatment of college students’ psychological crises, the simple use of Western psychotherapeutic theories and methods hard to satisfy the needs of many students.

The *Guidelines for Mental Health Education for Students in Higher Education Institutions* issued by the Ministry of Education in 2018 clearly pointed out that insist on the unity of mental education and moral education, strengthen humanistic care and psychological counseling, standardize the development of mental health education and consulting services, and better adapt to and meet the needs of students; mental health education services, guide students to correctly understand righteousness and benefit, group and individuals, success and failure, gains and losses, cultivate students’ self-esteem, self-confidence, rational and peaceful, positive and healthy mentality, and promote the coordinated development of students’ mental health quality and ideological ethics quality, as well as scientific and cultural quality. This provides a policy basis for psychological guidance from a problem intervention model to a positive psychological education model.

Based on this, the screen socializing dependence of post-00s college students in China should be more psychological counseling, which is different from western way. It belongs to the category of ideological and political education. At the National Conference on Ideological and Political Education in Colleges and Universities, Xi Jinping emphasized that we must persevere in promoting harmony and stability in colleges and universities, cultivate a rational and peaceful and healthy attitude, strengthen humanistic care and psychological counseling, and build colleges and universities into a model place of stability and unity. This discussion profoundly points out the target content and focus of psychological counseling in colleges and universities. It is necessary to adapt to the overall, diverse, and differentiated requirements of post-00s college students’ social mentality changes, conduct effective psychological counseling on their screen socializing dependence, and make students play the role of self-education and self-counseling.

4. Supportive psychological counseling model of establishing the “psychological field in dormitory”

As early as 2005, education, society and politics [2005] No.1 document stated that colleges and universities should provide psychological counseling for all college students. Through various forms such as individual counseling, group counseling, telephone counseling, network counseling, letter counseling, class counseling, and psychological behavior training, colleges and universities should provide college students with timely, effective, and high-quality mental health guidance and services. Class psychological counseling can better reflect the principles of developmental mental health education. It has the advantages of full participation and group psychological counseling. It also meets the emotional needs of students willing to experience themselves, which has been recommended by many colleges and universities. However, compared with middle schools, class management in colleges and universities is relatively loose, with free college students’ activities and diverse psychological problems. This makes it difficult to carry out class psychological counseling frequently, activity programs are difficult to model, and effect evaluation is difficult to operate. All of these restrict the development of class psychological counseling. Dormitory is an indispensable

place for college students' daily study and life. The atmosphere and interpersonal relationship of the dormitory have a direct impact on the mental health development of college students. Constructing a psychological field in the dormitory provides psychological support for daily life, which is more conducive to cultivating students' healthy personality.

The concept of "psychological field" was proposed by a famous German psychologist Kurt Lewin. The individual and the situation constitute the psychological field. The dormitory psychological field, taking the dormitory as the unit, college students as the subject, college students' psychology as the center, the dormitory material environment, cultural environment, interpersonal relationship environment, and individual perception environment as components, forms a dynamic living space for specific group of college students through the interaction of various energy elements. In this living space, the material environment, cultural environment, and interpersonal environment of the dormitory are all perceived by the individual, which affects the individual's perception and behavior; in turn, the individual's perception of the environment continuously affects and changes the energy composition and focus direction of the material environment, cultural environment, and interpersonal environment. Therefore, constructing a harmonious and stable dormitory psychological field will help post-00s college students' psychological adjustment of screen socializing dependence.

5. Psychological counseling strategies

Firstly, focus on team building and build a dormitory psychological field. First of all, there must be a group of instructors who implement this field. Instructors are the group that has the most contact with students. Therefore, it is necessary to strengthen the training of the professional work ability of the instructors through the organization of quality work forums, counselor salons, etc., so that they have relevant knowledge. In the interviews and questionnaires, we also found that the reason why students believe that the interpersonal relationship in the dormitory does not have great impact on them is due to their inadequate understanding and understanding of the interpersonal relationship, and they do not believe that the dormitory interpersonal relationship is of significance and value to personal growth. Therefore, we must rely on the main channel of knowledge transfer to first cultivate a group of teachers with a professional knowledge structure, and then we can better pass this idea to students.

Secondly, construct online platforms. In the face of the Internet generation, we are actively exploring how to use new media and new technologies to improve the work, promote the high integration of traditional work advantages with information technology, and enhance attractiveness. Some student dormitory interpersonal relationship cases can be regularly published on the Internet to promote advanced models and give full play to the demonstration and leading role of advanced models. We can also use the platform connotation construction such as official accounts to expand the depth and breadth of the service platform, and advocate the concept of harmonious dormitory atmosphere. Spread harmony to the common value orientation of the majority of students, advancing from point to surface.

Thirdly, construct dormitory culture and implement outstanding dormitory cultivation projects. With the dormitory chief as the starting point, make a plan for the development of a civilized dormitory, regularly understand the situation of students, carry out dormitory appraisal and commendation activities, and enhance the cohesion of the dormitory.

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