

Research on the Psychological and Social Development of College Students in the New Era

Lixian Chen

Shandong Huayu Institute of Technology, Dezhou, Shandong, 253000, China

Abstract: *The period from 18 to 25 years old is the transition stage from late adolescence to adulthood, and people refer to it as the "initial stage of adulthood". This stage is a critical period for human social development, therefore the social development of college students is an important development topic in their careers. Under the rapid development of today's new era of college students, their social development has undergone a qualitative transformation from the social development of past college students. With the changes in the social living environment and social interaction process, higher requirements have been put forward for the social development of college students in the new era. In the field of talent cultivation in universities, implementing mental health education for college students mainly involves studying their psychological activities from the perspective of social development, and then adopting various methods and measures to maintain their mental health. Starting from the impact of college students' social development on mental health, this article analyzes the reasons for the delayed social development of college students from the perspectives of family, school, society, and individuals, and proposes intervention measures.*

Keywords: *social development, college students, mental health*

1. Introduction

The progress and development of society have attracted more and more attention to the issue of college students' mental health. The mental health problems of college students are caused by their individual factors, such as their level of psychological maturity and development, and also by social factors, such as some rules and standards in society. Therefore, it is necessary to conduct in-depth research on the psychological health of college students from the perspective of social development.

2. The connotation of the social development of college students

Social development refers to the process in which individuals form social norms, master social skills, learn social roles, control their own behavior, and coordinate interpersonal relationships in interpersonal communication and social interaction.^[1]

The social development of college students is built on the foundation of early social development, and through the combination of more advanced systematic learning and social practice, they acquire the basic skills to participate in social life. Through a dual approach of learning and practice, one integrates what one perceives, accepts political beliefs, ideological systems, social norms, and behavioral patterns that are highly respected by society, develops one's own values, outlook on life, and morality, applies existing knowledge, skills, and experience to solve problems, and successfully plays the role expected by society, thereby achieving one's own social development.

3. The impact of social development on the psychological health of college students in the new era

3.1. The new era has put forward higher requirements for the social development of college students

In the rapid development of today's era, artificial intelligence and big data technology have emerged, posing higher requirements for the social development of contemporary college students. Every college student in the new era needs the attributes of social development, such as establishing good relationships with others, having someone to comfort when feeling sad, understanding others' preferences, and hoping that others are willing to approach, get close to, and accompany themselves.

Therefore, through the social development of college students, it can promote their physical and mental health development. Through the social development of students, they can shape their social character and have a significant impact on their mental health. If a person stays alone for a long time and does not interact with others, they may feel lonely and even develop diseases such as autism and depression.

3.2. The impact of social development on the psychological health of college students

Psychology regards social development as a part of individual psychological development, emphasizing the development of social psychological characteristics and qualities within a certain social field and context. Through studying and living in college, college students can adapt to the surrounding social environment, communicate with others normally, accept their influence, and in turn, influence others, actively influence and transform the surrounding environment in the process of striving for self-improvement.

The social development of college students in the new era is a complex process in which they master social norms, form social skills, learn social roles, control their own behavior, coordinate interpersonal relationships, adapt to social reality and development requirements, form values that conform to the direction of social development, and inherit mainstream culture through their own efforts and the assistance of the external environment.^[2] The psychological health of college students is influenced by social interaction, social cognition, social emotions, and social adaptability. Improving the social development ability of college students in the new era can promote their psychological health. Improving the social development ability of college students in the new era can further enhance their social adaptability and healthy development of psychological literacy.

3.3. Improving the Psychological Health of College Students Needs to be Based on Social Development

At present, we can find that the mental health problems of college students are relatively serious. Therefore, when conducting psychological education for college students, universities should not only stand on the perspective of individual development, but also provide psychological health counseling for college students based on social development. When conducting mental health education for college students from the perspective of social development, it can guide students to try to interact and interact with society, enrich their understanding of society, and improve their social development.

There is a close relationship between college students' mental health and social emotions. The theory of empathy hypothesis suggests that an individual's helping behavior can bring spiritual pleasure and satisfaction to oneself, forming a positive and upward psychology, which in turn affects the development of mental health. If college students have good social emotions, they will have more consideration for the needs and feelings of others, and in the long run, they will form good moral qualities such as cooperation and helping others; In addition, if college students have good social emotions, they will form good interpersonal relationships with others, thus possessing a strong sense of security and trust.

If college students lack social emotions, it will manifest as excessive attention to their own interests and needs, and not overly considering the thoughts of others, which can easily lead to disharmony in interpersonal relationships. Due to the lack of social emotions, college students are prone to develop feelings of fear, fear, and hatred, which have a negative impact on their own mental health.

4. Analysis of the reasons for the delayed social development of college students

Delayed social development of college students refers to a phenomenon where their intelligence is normal but their social development does not meet the development requirements of this age group of college students. A study has summarized the characteristics of college students with delayed social development through qualitative interviews: in terms of social cognition, they exhibit immature dialectical thinking, simplified attention to social issues, self centered interpersonal understanding, and lack of thinking and planning for themselves; In terms of social emotions, they exhibit characteristics of social contradictions, lack of care and gratitude towards others, and exhibit low self-esteem towards themselves; In terms of social behavior, they exhibit characteristics such as poor independence, insufficient self-care ability, difficulty in adapting to society, lack of responsibility, and weak self-control.

This study attempts to use the "Assessment Scale for the Social Development Level of College Students" to examine the social development status of contemporary college students, and define the types of social development of college students based on the scores of the scale, selecting individuals with delayed social development. Social behavior is the main representation of human sociality. Therefore, based on an understanding of the current situation of delayed social development among college students, this study conducts further behavioral experiments to investigate the behavioral characteristics of college students with delayed social development in actual social interaction situations, in order to provide a more objective basis for helping these students. The researchers of this project used the "Assessment Scale for the Social Development Level of College Students" to measure the social development level of college students. This scale consists of three subscales, namely the Social Cognitive Scale (including situational cognition, interpersonal cognition, confidence, and self-identity), the Social Emotional Scale (including social responsibility, prosocial emotion, caring for others, empathy, and self-esteem), and the Social Behavior Scale (including environmental adaptation, independence, interpersonal skills, and self-control).^[3]

Research has found that college students' performance in various fields of social development is very uneven. From the average score, among the three fields of cognition, emotion, and behavior, social cognitive development is the best, followed by emotion, and behavioral development is the weakest. From the perspective of development types in various social development fields, the development status of social behavior is also the worst, with the highest proportion of lag. Within each field, there is also a state of uneven development. This is consistent with Barthes' lifelong development theory: Development is multifaceted and multi-level, and different aspects of development, even different components of the same aspect, may have different processes and rates.

There are many reasons for the delayed social development of college students, which can be analyzed from four perspectives: family, school, society, and individuals.^[4] Family is the cradle of individual socialization and one of the most important factors affecting individual socialization. Family structure, parental rearing patterns, and parent-child attachment relationships all affect the development of individual sociality. When there is an imbalance in family structure, improper parenting methods, and unsafe parent-child attachment relationships, students' social development will be affected to varying degrees. School is an important place for college students to live, and the school atmosphere, teaching objectives and methods, as well as teacher-student relationships, have a particularly significant impact on students' social development, which leads to family reasons for college students' social lag. Poor teacher-student relationships, poor school atmosphere, and inappropriate teaching objectives are the school reasons for the delayed social development of college students. As for individual college students, negative attribution styles, poor peer relationships, and a lack of communication skills are the individual reasons for the delayed social development of college students. The instability during the transitional period of the times, negative social atmosphere, and cultural transmission errors in the media have become the social reasons for the social lag of college students.

5. Effective ways to enhance the social development of college students

5.1. Building a Social Resource Platform for the Social Development of College Students in Society

The country should fully mobilize the efforts of the entire society to build a social resource platform and assist the social development of college students. Combining with the rapid development of new media in the new era, we will adhere to the position of cultural dissemination and promote contemporary college students' identification and acceptance of mainstream social values. College students promote the gradual improvement of their social development level through the guidance of external social environment and internal introspection.

5.2. Emphasizing the Basic Role of Individual Social Development of College Students

In the process of individual development of contemporary college students, improving their subjective well-being and promoting their social development cannot be separated from individual efforts. Teachers and parents should provide appropriate guidance to students, strengthen their empathy and attribution training, and encourage college students to engage in social interaction. In the process of social interaction, once college students have a sense of belonging to a group and have a correct understanding of themselves, their level of social development will improve, they can complete tasks well, experience more positive emotions, and their subjective well-being will also increase.

When establishing a good attribution style. Firstly, we need to draw nutrients from mainstream culture. Deviations in values can lead to negative attribution. For example, extreme behaviors such as blaming others for exam failures and retaliating against society for business failures. Secondly, society should advocate a rational and objective attribution style from three aspects: external environment, educational atmosphere, and personality guidance, combining theory with practice, and promoting college students to face the challenges of life from a good attribution perspective. Finally, a good attribution style does not mean blindly attributing the occurrence of events to internal, personal, or stable reasons. In attribution, it is not advisable to underestimate oneself, but rather to resolutely avoid ignoring external factors in the face of failure. The reason should be attributed irrationally to insufficient personal abilities, which can lead to sustained depression, inferiority, and other emotions.

5.3. Play the role of promoting the social development of college students in universities

Schools provide individuals with the necessary values, knowledge, and skills to enter society through education. The school atmosphere, teaching objectives, and methods, as well as the relationships between teachers and students, and classmates, all have a significant impact on students' social development. The guiding role of teachers for students is an important guarantee for college students to establish good interpersonal relationships. Professional teachers and counselors in universities should fully respect the independent thinking of college students and treat them with respect and equality in the communication process. The relationship between classmates also plays a crucial role in the social development of college students. Universities should strengthen the construction of class culture among college students, cultivate their collective consciousness, pay attention to harmonious relationships within dormitories, guide them to approach problems with tolerance and understanding, and empathize and unite with other classmates.

Teachers should adhere to the reform and improvement of higher education methods, balance classroom teaching and the second classroom, promote the coordinated development between the two, and deeply explore the core effectiveness of the second classroom in higher education reform. From a functional perspective, the second classroom can effectively supplement theoretical learning in classroom teaching, while also providing opportunities for contemporary college students to meet other educational needs beyond their knowledge needs. The second classroom is an educational approach with innovative significance in the new era of educational concepts in the new social development situation. With the gradual establishment of a people-oriented education concept in contemporary education and innovation and practice through various channels, the second classroom has become an effective means to promote the comprehensive development of college students' comprehensive quality in the university education system, and also an important means to promote the social development of college students, playing a positive role in promoting it.

5.4. Positive role of college students' social development in strengthening their families

The influence of "native families" can easily lead to psychological problems among college students.^[5] We need to strengthen the positive role of college students' social development in their families. Family education for college students is an important component of the education they receive. Optimize the social development lag of college students' communication experience in warm family relationships. Research has shown that there is a significant correlation between the number of conversations between students and their parents and their social development scores. In the mutual relationship between parents and children, discussions and negotiations based on equality are beneficial for children to form a good social skills network.

Firstly, parent-child relationship is the core factor of family education. From the perspective of parent-child relationship, the essence of family education is the entire process of interaction and communication between parents and children through various means, in which parents first need to respect and trust their children. Continuous recognition and praise from parents to their children can encourage individuals to gain confidence in their growth and development process, participate in various aspects of learning competition and campus life with a more proactive attitude, and lay the foundation for their social development in interpersonal interaction, self-awareness, social roles, and other aspects.

Secondly, a good parent-child relationship helps to form a family atmosphere of respect, understanding, tolerance, and equality. If we compare family education with general chemical reactions, the improvement of the social development level of college students is the main product of this

"chemical reaction". Children's personal reflection, self-awareness, and parents' education as "reactants" can only undergo "molecular effective collision" under certain reaction conditions to achieve this chemical reaction. The parent-child relationship is the link between children's self-awareness and parental education, and is the most important "reaction condition" for achieving individual social development in the process of mutual promotion between self-awareness and family education. And good parent-child relationships bring about factors such as respect, understanding, tolerance, and equality in family education, which can be better analogized as "catalysts" in chemical reactions. If there is a lack of respect, understanding, tolerance, equality and other factors in family education, the individual social development under the complementary effect of children's self-awareness and family education will become extremely slow, and even cause contemporary college students to be in a low level of social development for a long time, which will have certain constraints on their personal growth and development.

Finally, the formation of a good parent-child relationship also requires children to identify and understand their parents' education. If children can maintain good communication with their parents in family education and provide positive feedback on their parents' educational management, thereby generating a "positive factor" in family education that promotes the development of parent-child relationships towards a more friendly and harmonious direction, it is not only conducive to building a close family atmosphere in the new era, but also helps to further amplify the positive impact of family education on the social development of teenagers, especially college students.

6. Conclusion

6.1. Enhance students' social development and better adapt to social needs

Chinese psychological education scholars have been conducting research on the mental health issues of college students since the middle and late stages of the last century. [6] Different schools of thought have different standards and basis for understanding the mental health of college students, so the conclusions drawn also have certain differences. The main difference lies in whether individual factors or social factors have an impact on the mental health issues of college students. Some scholars determine mental health standards from a societal perspective, such as adapting to social standards and norms, while others determine mental health standards at the individual level, such as psychological development and maturity levels. Currently, research on mental health is constantly deepening and increasing in intensity. The author believes that university teachers should guide college students to actively engage in social interaction, enhance their social cognition and emotions. Secondly, they should encourage college students to actively participate in social practice activities, improve their psychological function, pay attention to their emotional development, and make the cultivation of their personality a key focus of mental health education, in order to further enhance their social adaptability and the healthy development of their psychological literacy.

6.2. Strengthening Dynamic Tracking Research on the Social Development of College Students

Social development is a complex, changing, and continuous process that lasts for an individual's entire life. The level of social development of students cannot remain unchanged. For this dynamic process, it can be divided into pre enrollment, during school, and after graduation. Students receive a wealth of learning and extracurricular activities during their university years, and their level of social development will show significant changes; In terms of space, it can be divided into whether to serve as a class committee or club cadre, whether to participate in group activities, etc. University is a period of sufficient class and social group activities. During the process of participating in activities, students constantly communicate and cooperate with others, which has a certain promoting effect on the social development level of college students; In addition, in this dynamic process, observing the nodes and factors of changes in students' social development level can reflect the dynamic trajectory of college students' social development, clarify the practical reasons for the changes, and help improve college students' social development ability and educational channels.

References

[1] Liu Jianrong, Lian Rong. *Delayed Social Development: An Urgent Field of Attention [J]. Journal of Fujian Normal University (Philosophy and Social Sciences Edition)*, 2012, (03): 149-154.

- [2] Ba Xuebing. *Research on the Social Development of College Students from the Perspective of Ideological and Political Education*[D]. Dalian: Dalian University of Technology, 2019.(01): 63-65.
- [3] Yang Wenjia, Zhang Hua. *A study on the relationship between subjective well-being and social development of college students* [J]. *Straits Science*, 2021, (01): 74-77.
- [4] Cai Jing. *Exploring the Relationship between Indigenous Families and Psychological Health Education for College Students from the Perspective of Student Work* [J]. *Industrial & Science Tribune*, 2022,21(06):80-81.
- [5] Yang Meiling, Xu Yingjian. *Summary of Research on the Social Development of Youth in China* [J]. *Modern Business Trade Industry*, 2023,44(02):67-69.
- [6] Liu Jianrong, Xie Linjun, Zheng Lin. *Characteristics of Emotional Rhythm Recognition in College Students with Social Development Delay* [J]. *Studies of Psychology and Behavior*, 2022, 20(05):714-720.